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UT PER JUVENES
ASCENDAT MUNDO

INTERNATIONAL BUREAU OF EDUCATION — GENEVA

INQUIRY ON THE TRAINING OF PRIMARY TEACHER TRAINING STAFFS

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

A. Training of Staff for Primary Teacher Training Establishments at Secondary Level

1. What subjects are generally taught in your country's primary teacher training establishments at secondary level? Which, if any, of these subjects are taught in those establishments by one and the same teacher?
2. What qualifications and training are the following teachers in primary teacher training establishments at secondary level required to have:
 - (a) teachers of specifically professional subjects (pedagogy, child psychology, practice teaching, etc.);
 - (b) teachers of general-education subjects (mathematics, geography, history, languages, etc.);
 - (c) teachers of special subjects (handicrafts, domestic economy, music, physical education, etc.);
 - (d) teachers in demonstration schools;
 - (e) assistant teachers?
3. Where any of the categories of teachers listed in question (2) are trained in a special establishment, e.g., a higher school of teacher training, kindly indicate:
 - (a) the minimum and the maximum age of admission to the special establishment;
 - (b) the conditions of admission (prior studies, competitive entrance and other examinations, etc.) to the special establishment;
 - (c) the cost of studies in the special establishment (scholarship, board, etc.);
 - (d) the duration of studies in the special establishment.
4. Where any of the categories of teachers listed in question (2) is not trained in a special establishment such as a higher school of teacher training, what ordinary university or other courses are they required to follow in order to qualify for teaching in a primary teacher training establishment at secondary level?

5. Kindly describe the following in more detail :
- (a) the pedagogical training (history of education, methodology, general pedagogy, experimental pedagogy, etc.) undergone by teachers in primary teacher training establishments at secondary level ;
 - (b) the psychological training (general psychology, experimental psychology, child psychology, etc.) undergone by such teachers ;
 - (c) the practical training (prior teaching practice, etc.) undergone by such teachers ;
 - (d) the scientific or literary training undergone by such teachers.
6. Where possible, kindly indicate what percentage of the total time-table hours is allocated to each of the types of training listed in question (5).
7. What procedure (periods of practice teaching, qualifying examinations, competitive examinations, etc.) is employed for the following :
- (a) the temporary or probationary appointment of teachers in primary teacher training establishments at secondary level ;
 - (b) the permanent appointment of such teachers ?
Is that procedure the same for all teachers ?
8. What means are used for the further training of serving teachers of primary teacher training establishments at secondary level (teacher exchanges, scholarships for study abroad, special conferences and courses, activities of the professional associations of such teachers, professional journals, etc.) ?
9. Kindly add any further information you deem necessary, and, where possible, forward any relevant publications for inclusion in your country's section of our documentary collection.

B. Training of Staff for Primary Teacher Training Establishments at Higher Level

10. Kindly describe, as far as possible on the basis of the questions given in part (A) of this questionnaire, the training of staff for primary teacher training establishments at higher level (teachers' colleges, pedagogical academies, university institutes of education, faculties of pedagogy, etc.).
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I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

National Council of Education The National Council of Education, set up in 1884 but deprived of its autonomy in 1946 when its functions were assumed by the Ministry of Education, has been re-established. The Ministry's Directorate-General of Primary Education has now been abolished. IBE - 379 (82)

AUSTRALIA

Examinations and Study Habits Concern for the high examination failure rate has led the Melbourne University to send a questionnaire to 1,400 students on study habits, previous training, attitude to courses, reaction to examinations, reasons for choosing courses and social environment. It is hoped that the information received may lead to an improvement in the situation. IBE - 37 P - 378 (94)

AUSTRIA

Aptitude Tests Candidates for the technical or industrial schools, home economics schools or the women's occupational schools must undergo aptitude tests. This requirement has been in force for ten years and has substantially reduced the number of failures. IBE - 371.263 (436)

Cinema Club for School Children An interesting experiment in film education was started in 1954 by the Gmunden federal scientific secondary school (*Bundesrealgymnasium*) which has led to the organization of a cinema club by the pupils of one of the upper forms. Meetings are held once a month in a local cinema and are intended for pupils at the various secondary and vocational schools between the ages of fifteen and eighteen. Efforts are made to select films on subjects having a bearing on the major problems dealt with in literature courses: toleration, community service and social responsibility, religious sentiments, vocation, etc. There is prior discussion of the film at the club, and it is then shown briefly by a club member at the start of the meeting. IBE - 371.85 - 778.53 (436)

Anton Simonic The death occurred on 7th October, 1956, at the age of sixty-two, of Dr. Anton Simonic, school inspector, emeritus professor at Vienna University, professor at the Educational Institute of the City of Vienna, and director of the commission on educational examinations. He was one of the founding members of the educational review *Erziehung und Unterricht*. IBE - 37 C

BELGIUM

Backward Children in Primary Classes The statistical report on primary education gives the following figures for French-speaking Belgium, concerning the percentage of backward children in 1953-1954: 1st year: 23.8% ;

2nd year : 32.4% ; 3rd year : 38.5% ; 4th year : 41.5% ; 5th year : 43.8% ; 6th year : 43.5%. IBE - 371.237 (493)

Artistic Education Section 17 of the Act concerning artistic education lays down that "two councils for improvement—one for the teaching of architecture and the visual arts, the other for the teaching of music—are set up under the Ministry of Education. Members shall be consulted on applications for approval from new schools, on curricula, and on the merits of teaching publications, and shall be required to consider any matter relevant to these studies". IBE - 375.7 (493)

Conference on Mathematics The Belgian Association of Secondary Mathematics Teachers held its third conference in November, 1956, on the subject of the concrete and intuitive sources of the principles of mathematics. The Ministry of Education arranged for an exhibition of models to be shown during the conference. IBE - 37 N - 375.3 (493)

Survey of School Results The survey undertaken by the Educational Institute of Hainault points out, inter alia, that school results are especially vulnerable at the beginning of primary school due to the child's emotional response. The first year is, therefore, the time when most children are in danger and when failure is shown to be most harmful, since the child risks becoming resigned to his condition of inferiority or adopting an attitude of inner revolt. Consequently, action to counter these tendencies is needed right from the kindergarten. IBE - 37 P - 370.6 (493)

BRAZIL

Religious Teaching Time-tables in the public primary, secondary, technical and normal schools provide for religious instruction on optional lines. Teachers are appointed by the religious authorities and must be qualified by the appropriate teaching diplomas. The State is entitled to inspect organization and discipline and may suspend teachers for contravention of the law where serious grounds exist. Except for this religious instruction, any religious propaganda and distribution of material and books are banned. IBE - 377.1 (81)

CANADA

Supervision of Education Aid by the W. K. Kellogg Foundation has enabled the provincial University of Alberta greatly to expand facilities for post-graduate study in the field of school administration and supervision. IBE - 370 - 379.31 (71)

Selection of Students In the provinces of Ontario and Alberta, studies are under way to evaluate present criteria for university entrance to see whether they do, in fact, determine the best potential university material. It is also sought to improve methods of selection and to discover to what extent financial problems may weigh in the choice of a career. In the spring of 1956, aptitude tests were carried out in both provinces for all students in the final year of secondary school. Ontario plans a two-year follow-up of all students who underwent these tests, whether they enter university or go straight into the world. IBE - 371.232 (71) - 378 (71)

Eskimo Boarding Schools In an effort to prepare Eskimo children to meet the impact of modern civilization while nevertheless safeguarding their own way of life, the Canadian government has opened two boarding schools for Eskimos, one in the extreme north of Canada and the other on the shores of Hudson Bay, and is considering building a chain of such schools. Each term in these schools

lasts for about six months beginning in May. With the approach of winter, the children go home to accompany their parents, hunting and trapping and living in igloos. While the children are taught English and given a basic education at school, they are also encouraged to eat the foods to which they are accustomed, to play Eskimo games and wear Eskimo clothing and to practise the arts and crafts of their people. IBE - 371.98 (71)

Trend towards Uniformity In collaboration with the Kellogg Foundation, the Canadian Education Association organised a meeting at Toronto of heads of Canadian university faculties of education. A committee was appointed at this meeting to examine whether the curricula of education faculties in Canada might, as far as possible, be standardised. IBE - 371.12 (71)

Inquiry into Bilingualism A committee of linguists has been set up to examine problems of bilingualism for the schools, in particular as regards methods, starting age and aims. IBE - 375.122 (71)

CHILE

Salesian Education To mark the fiftieth anniversary of the work of the Salesians at Linares (Chile), an exhibition consisting of twelve pavilions was organized at the Don Bosco School. Besides special sections on fruit growing, viticulture and crops, etc., the exhibition contained a panorama of Don Bosco's educational work in the world and featured the activities of the twenty-five Salesian houses that function in Chile. IBE - 37 L (83).

CHINA (PEOPLE'S REPUBLIC OF)

Teachers' Status The salary scale for teachers mounts by eight stages. Promotion is governed by the following criteria : seniority, professional qualifications and pupils' examination successes. The staff suggest the promotion which is discussed in the respective subject section, the opinion of the head of the institution being decisive. IBE - 371.15 (51)

Primary Teacher's Working Day The primary teacher specialises from the outset. His time-table consists of sixteen to twenty hours a week. Time spent on teaching, however, actually far exceeds these figures as he plays an active part in adult education and the literacy campaign. IBE - 371.15 (51)

Homework Homework is not distributed uniformly to the whole class, but to each child individually, according to his powers. For instance, the amount of a child's homework varies according to the distance he is from school. Allowance is also made for his home level of culture. IBE - 371.331 (51)

Union Only one teachers' union exists in the People's Republic of China : the National Education Union. Its members include primary and secondary teachers and faculty professors as well as the Minister of National Education. IBE - 371.18 (51)

COLOMBIA

National Bank of Education By a decree of 31st August, 1956, Colombia has set up a National Bank of Education with the principal task of financing public and private school authorities to build and equip schools. IBE - 379.32 - 371.6 (86)

Reading Competition As part of its campaign of propaganda for the Spanish language, the Colombian Academy of Language organized a reading competition amongst secondary school pupils to make them acquainted with the works of the best authors. IBE - 375.106 - 37 N (86)

CUBA

Psychology and Education A National Institute of Applied Psychology was recently inaugurated in Havana. Its aim is to assist teaching institutions in evaluating the aptitudes and work of pupils and to offer guidance for their studies. IBE - 371.26 - 37 P (729.1)

Time-table for School Meals School meals are served between 11 a.m. and 2 p.m. to allow for the system of alternate classes. In this way, children who attend afternoon classes have their meal before they start school and those who attend morning school can eat before they leave. IBE - 371.27 - 371.244 (729.1)

CZECHOSLOVAKIA

Scholarship Award The value of a scholarship is governed by the income of a student's parents, but the average amount is 305 crowns a month. To obtain a scholarship, a student must show proof of exemplary conduct and obtain the average mark of 2.5 for pupils at selective secondary schools, and 3 for those at higher education establishments. Those with an average mark of 1 receive an additional award of 100 crowns a month. IBE - 379.67 (437)

School Building An institute of research into school building has been set up in the faculty of architecture and superstructure of Prague University. IBE - 371.6 (437) - 37 P (437)

DENMARK

Danish Educational Institute The Danish Educational Institute, set up on 1st February, 1955, is chiefly concerned with educational research, both theoretical and practical. It consists of five departments: (1) research into the basic role of psychology in education; (2) teaching research (curricula, methods, educational material, organization of schools and instruction); (3) preparation of tests (in collaboration with departments 1, 4 and 5); research into the best types of examination; (4) educational experiments; (5) statistics. IBE - 37 P - 370.4 (489)

FRANCE

National Educational Institute In future, the Educational Museum at 29 rue d'Ulm in Paris will be known as the "National Educational Institute". As an official centre of reference, development and distribution of all the available educational media of teaching, the Institute will undertake the spread of information on scholastic institutions and educational and cultural achievements, both in France and abroad, as well as promoting exchange and contact not only between teachers themselves, but also between teaching and other fields of national activity. IBE - 37 L (44)

Creation of a National Institute of Applied Science A number of urgent measures have been decided in order to speed up the training of engineers and technicians. These include the establishment of a National Institute of Applied Science at Lyons, scheduled to open in October 1957. This "Polytechnic" has several unusual features: (1) it will be open to all holders of the baccalaureate; (2) for the first two years there will be a common general curriculum which will disclose aptitudes; (3) after the first two probationary years, during which no student will be eliminated, studies will become more specialised for the training of either intermediate or advanced technicians, or of mechanical or design engineers. IBE - 378.61 (44)

Aims of Parents' Association The Association of Parents of Pupils now numbers representatives of 800,000 families out of two and a half million. The children's health and work are its chief concern ; it would like to see the provision of sports grounds and the creation of a social service for child care. It also favours the establishment of a five-year plan which would provide for a sufficient number of classes limited to a maximum of thirty pupils. The problem of maladjusted children is also under consideration by the Association. IBE - 371.026 (44)

Prevention of Overwork An institute for the study and prevention of overwork is to be set up in Paris during 1957. A special section will be devoted to problems of overwork by children and students. IBE - 371.249 (44)

Visual Arts For four years the *Musée des Arts décoratifs* in Paris has organized studio classes in drawing, painting, modelling, pottery, textile printing, etc., for children under thirteen. In 1956 a similar course was started for young people aged fifteen to seventeen, as well as a course on the history of art for those under fifteen. It has also organized weekly cinema meetings on art or natural history topics. IBE - 375.72 (44)

Cité Universitaire The *Cité universitaire* in Paris continues to grow. The houses for German, Brazilian and Cambodian students are to be followed by buildings for Yugoslav and Indian students. IBE - 378.9 (44)

Foreign Leaders Holiday camps welcomed foreigners as assistant leaders for the second time. The initial experiment was in 1955 with twenty Yugoslav students. The following year saw ninety young men and women from fourteen European countries. To improve their knowledge of French beforehand, students spent a fortnight at an international camp before being assigned to the various holiday camps. IBE - 371.871 (44)

Teachers on Mission Abroad Arrangements have been made for men and women teachers in post-graduate agricultural education to spend, at their request, a ten-day mission in one of the following countries : German Federal Republic, Italy, Netherlands, Switzerland. Travel and subsistence expenses will be met on behalf of those taking part. IBE - 371.15 (44) - 371.256 (44)

GERMAN FEDERAL REPUBLIC

Birthday Professor Friedrich Schneider, holder of the Chair of Pedagogy at Munich University, celebrated his seventy-fifth birthday on 28th October, 1956. Professor Schneider, pioneer of comparative education in Germany, founded the International Review of Education and the Salzburg Institute of Comparative Education. IBE - 37 C

Pupil Selection On completing six years of primary school, children of the City of Bremen may attend either the senior primary school (Section A), the lower secondary school (Section B), or the general secondary school (Section D). Admission to the two latter sections is restricted to pupils who have begun studying English. Pupils of above average ability and industry can already enter the general secondary school at the end of the fourth or fifth primary class. Pupils are admitted to Section B and D on the basis of school results, together with their form master's remarks and written report and the recommendations of the entire staff. A candidate who fails the promotion examination at the end of the fourth class may sit again at the end of the sixth or even the seventh primary class. IBE - 371.232 (43)

Technical Matriculation A technical matriculation examination has been introduced in North Rhine-Westphalia open to boys and girls who have completed their vocational training and who seek further study in certain institutions of advanced education. Candidates for this examination must show proof of: (1) completed vocational training; (2) additional practical training; (3) additional theoretical training; (4) satisfactory general education particularly in the following subjects: (a) German, history, geography; (b) mathematics and science (physics and chemistry or chemistry and biology) or mathematics and a foreign language; (c) one optional branch (economics or a foreign language). The examination consists of two parts: oral and written. IBE - 373.105

Homework Under a recent decree of the City of Bremen, time spent on homework should not exceed five hours a week for children in the first four classes, eight hours for those in the 5th and 6th classes, ten hours for those in the 7th to 10th classes and fifteen hours for those in the 11th to 13th classes. These figures are based on the average work done in the various classes. IBE - 331 (43)

GREECE

Secondary Education System Legislation has been drafted in view of proposed changes in the secondary education system. The Advisory Education Council proposes to divide the six-year grammar schools into two cycles, a middle and an upper secondary school. IBE - 373 (495)

HONDURAS

Admission to Teacher Training Schools Intelligence and knowledge tests are employed in the selection of candidates for teacher training schools or for teaching sections in secondary schools. These tests are prepared and multigraphed in the Ministry's general directorate of teacher training. Scholarships are awarded to candidates with the highest marks. IBE - 371.11 - 379.67 (728.3)

HUNGARY

Training of Teachers The Hungarian government is planning a new system for training teachers and nursery school teachers. Only students who had matriculated at grammar schools would be accepted for the two-year training college. For specialized teachers the training would be extended from four to five years to improve their qualifications. IBE - 371.12 (439)

Foreign Languages in Universities Since the autumn of 1956, secondary school pupils and university students have been able to choose from the following: German, Russian, English, French, which principal foreign language they wish to study. IBE - 375.13 (439)

ICELAND

Lottery, Cinema and University A substantial part of the resources of the University of Iceland (1,600,000 kronur in 1956) is derived from the proceeds of a lottery in which the prizes are exempt from income and municipal taxes, which permits recovery of capital outlay. The university also operates a cinema from whose profits it can meet its own running expenses. IBE - 379.32 - 378 (491)

INDIA

Five New Universities The Deputy Minister of Education stated in the « Lok Sabha » (Lower House) that five new universities would be set up in

accordance with the second five-year plan, as follows : University of Murukshetra (Punjab), University of Gorakhpur, the Sanskrit University of Varanasi at Benares, Vikram University at Ujjain, and Ranchi University (Bihar). IBE - 378 (54)

Rural Education and Family Camps Two interesting projects, aimed at raising the standard of living of rural families, are being carried out in India with the active cooperation of countrywomen. The first is a twelve-month training programme for village workers inaugurated throughout the country by means of twenty-five Home Economic 'Wings' of the National Extension Service and financed by the Ford Foundation of the United States. All the girls selected for training come from rural homes and are thus conversant with the problems to be faced. Family camps constitute the second experiment in rural education. To these camps fifteen to twenty families come for fifteen days' instruction in crafts, agriculture, and home management, and then return to their villages to put their new knowledge into practice. IBE - 374 (54)

Pre-primary Education The government of Andhra has made provision under the second five-year plan to establish a training school for teachers of pre-primary schools at an estimated cost of Rs. 65,000. IBE - 371.12 - 372.21 (43)

Children's Playgrounds Delhi Municipal Committee has decided to open a children's park near the child welfare and maternity home in Daryaganj, together with a gymnasium and sports ground at the Daryaganj, Hindi Park, Delhi. IBE - 371.73 (54)

Musical Education Addressing the Seventh Congress of Indian Music and Culture, the Union Minister for Information and Broadcasting emphasised that children should be given training in music at the early stages and proposed that music should be made a compulsory subject in schools. IBE - 375.75 (54)

Women's Education A seminar of women's education, organized at New Delhi from 12th to 21st November, 1956, by the Y.W.C.A., considered the following problems in particular : (a) development of the child in school and at home ; (b) fundamental education in community development ; (c) nutrition and home economics ; (d) education towards international responsibility ; (e) aspects of women's education and work in areas of urbanisation and rapid industrialisation. IBE - 376.1 (54)

IRAN

Training of Teachers for Nomads Students who intend to teach in the schools for nomads now undergo special preparatory courses, as training colleges have been established for the purpose. IBE - 371.12 (55)

Technological Institute A Technological Institute is soon to open at Teheran with the help of Unesco. This Institute will train staff for the technical colleges and technicians for industry ; its cost is estimated at \$1,200,000 of which \$700,000 will be met by the Iranian Plan Organization. IBE - 378.61 (55)

ISRAEL

Teaching of Arabic The latest statistics show that Arabic is now being taught in fifty-six Jewish secondary schools, eight continuation classes, and fifty-seven primary schools. IBE - 375.13 (569)

ITALY

Re-education Centres The chief innovation in the decree on the decentralisation of services in the Ministry of Justice, which came into force in 1956, relates to organization of re-education centres. These are no longer boarding institutions but mainly offices centralising the entire government machinery for preventive work and adolescent re-education. The centre no longer functions to a standard formula (placing the child in one of the four institutes of which the centre had to consist), and it is thus better adapted to the needs of each locality. In future, consideration will be given to the personality of each child as well as the emotional, cultural and social milieu which has influenced his character for good or bad. IBE - 371.93 (45)

JAPAN

Rural Education and Television A pilot project on collective television which started in January, 1957, and includes a special series of weekly half-hour television programmes has been started in some forty farming villages. In each experimental centre, certain research will be carried out under an expert appointed by the Ministry of Education. The research will deal with: (1) topographical conditions, population, industries, educational level, standard of living and social activities of the inhabitants; (2) ways of improving village living conditions and the effects of television programmes on the villagers; (3) the attitude of the villagers before the programmes started, their reactions during the showing, and what questions were raised after the programme and how they were discussed; (4) preferences and ideas of the villages on television programmes generally. A central research committee has been established. IBE - 374 - 371.368 (52)

LUXEMBURG

Certificate of Manual Aptitude The grant of a new certificate of manual aptitude for artisans is under consideration. It would be awarded to those apprentices who fail to satisfy in theory or general education tests at their final examinations, but who can show proof of special aptitude for practical work. IBE - 373.7 (4359)

MEXICO

Libraries Abroad The Libraries Department of the Ministry of Education has supplied 53 libraries to Mexican embassies, legations and consulates, consisting almost exclusively of works by Mexican authors. Mexican residents and students abroad will thus be able to keep abreast of the progress and trends of Mexican culture. IBE - 374.2 (72)

The University and Trees With the aid of municipal authorities, students of Mexico State University have started a reforestation campaign, by planting a thousand young trees. Groups of university students spend their Sundays in wooded districts and demonstrate to the local inhabitants how to preserve their forest resources. IBE - 377.221 (72)

NETHERLANDS

Parents' Committees In an effort to promote local interest in the schools and give help whenever required, parents' committees for Dutch infants' schools have been established by royal decree. There are similar committees attached to primary schools and where they are sufficiently numerous, they combine to form local parents' councils. IBE - 371.026 (492)

Too Many Students Give Up Studies According to the report entitled *Statistische Verwerking van studieresultaten*, published by the Bureau of Inquiries and Documents, at the request of Utrecht University, some 30% of students leave the university without having completed their studies, 50% complete them within a period of nine years and 20% over a still longer period. IBE - 378 - 379.96 (492)

NEW ZEALAND

Decoration Professor C. E. Beeby, Director of Education and Director of the New Zealand Council for Educational Research, has been awarded the C.M.G. (Companion of the Order of St. Michael and St. George) for his services to education and, in particular, for his contribution to the reform of secondary education. An outstanding educationist, he also served ten years ago as Assistant Director-General of Unesco, in charge of the Education Department. In this capacity he was a member of the Unesco-IBE Joint Committee. IBE - 37 C (931)

Secondary Education for All In 1936 there ceased to be a selective system for secondary education; this became compulsory for all children in 1944. The aim of secondary education is twofold: to enable a minority of students to enter university after completing the course, and to give the others the basic knowledge considered essential for all citizens. Part of the curriculum is compulsory and taken by all children (English, "social studies", science, elementary mathematics, music, handwork or fine arts, gymnastics). The remainder of the time-table may be spent on three or four optional subjects, ranging from the traditional branches of secondary education to the most varied practical activities. When the number of pupils allows, they are grouped by subject, according to ability, in such a way that the most gifted are seldom retarded in their work by the slower children. Pupils wishing to proceed to higher education must spend an extra year in secondary school to prepare them for university entrance examination. IBE - 379.66 - 373 (931)

Educational Needs of Maori Children Auckland has chosen four schools having a high proportion of Maori children as experimental centres to determine the particular educational needs of these children. A special committee has been appointed for the purpose and is to frame recommendations. These will be the basis for future policy aimed at putting the Maori child on the same footing as the white child, both at school and in the community, whilst preserving what is best in his culture and traditions. IBE - 371.98 (931)

Subsidies for Swimming Baths The New Zealand government has approved the introduction of a new scale of £ for £ subsidies on voluntary contributions for the provision of swimming baths at intermediate schools, district high schools, and post-primary schools. The maximum subsidy for the first and largest type of swimming bath will be £1,500, that of the second type, £1,200 and that of the third type, £900. IBE - 371.732 - 379.32 (931)

PAKISTAN

Development of Apprenticeship The government has decided to set up a National Apprenticeship Council of Pakistan, with the following functions: (a) to advise the central and provincial governments and industries on matters relating to the advancement of apprenticeship training at all levels; (b) to recommend ways and means for proper organization and development of efficient working apprenticeship training in the whole country; (c) to investigate and promote facilities in part-time related technical instruction for apprenticeship. IBE - 373.7 (549)

PERU

Factual Survey of the Schools In the opinion of the Peruvian education authorities, an objective and realistic appraisal of existing school facilities must be the basis for any reforms. To prepare the required "inventory" of the situation, the Ministry of Education organized meetings throughout the country when those in charge of the national survey explained its aims and methods to primary and secondary teachers, outlining the technique to be followed to obtain the desired data and information. IBE - 37 P (85)

National Congress of Teachers Over 200 teachers representing 80 organizations participated in the first National Congress of Peruvian Teachers at Lima. The Congress decided to campaign for the stability of the teaching profession, the recognition of all teachers' appointments and the fixing of a minimum basic salary. IBE - 371.81 (85)

POLAND

Retired Primary Teachers Under the statutes of the teaching profession, retired primary teachers benefit, amongst other privileges, from the right to travel half fare on the railways. IBE - 371.15 (438)

PORTUGAL

Reform of Curricula The curricula of the faculty of Oporto and of the higher institute of the Technical University of Lisbon have been completely reorganized. Whilst trying to avoid subordinating general culture to premature specialisation, more importance is attached to mathematics and physics; courses in general sociology (moral and social problems bearing on technique) have been introduced for the first time. IBE - 378 (469).

SPAIN

The School and Newspapers "News Day" was recently observed for the first time in the primary schools. Talks were given to the children on the role and influence of the press in daily life. Wherever possible, children visited newspaper offices and printing plants, where staff and typographers gave on-the-spot explanations. The same day a northern provincial daily printed over 60,000 copies of a special small edition for children in two colours. Editing competitions were organized in the schools. The prizewinner, when old enough, will be awarded a scholarship at the Madrid School for Journalists. IBE - 371.384 - 07 (46)

Educational Library of Gramophone Records The Ministry of National Education has issued regulations on the functions of the educational library of gramophone records. This institution is responsible for its own recordings, or for obtaining records or tape recordings of an educational nature made elsewhere, and for distributing them to suitable school or cultural institutions for their use. IBE 371.372 (46)

SWEDEN

Reorganization of Secondary Schools Up to now the lower secondary school, which admitted by examination, consisted either of five classes following on from the fourth primary class, or of four classes following on the sixth primary class. The commonest type of lower secondary school will in future have three classes and admittance will be by examination. It will be preceded by six years of primary school; the study of English and mathematics will be

rather more advanced than previously. The secondary schools for girls which do not stipulate entrance examination are also to be reorganized and will consist of five classes in continuation of the sixth primary class. The practical secondary schools with examination will have a four-year course as previously, but there will be facilities for a three-year course—with or without examination—on terminating the sixth primary class. In all the above-mentioned types of schools, children may sit for part instead of the whole examination. IBE - 371.42 - 373 (485)

SWITZERLAND

Albert Malche The death occurred on 29th December, 1956, at the age of eighty-one, of Mr. Albert Malche, ex-Professor of Education at Geneva University, and formerly Head of the Cantonal Education Department. Professor Malche was author of an important work on the life and achievement of Pestalozzi. In 1929 he played a very active part when the International Bureau, originally a private institution, became an intergovernmental organization, and he was the first chairman of the Executive Committee of the IBE to be appointed after the reorganization. IBE - 37 C (494)

New Practice School The new classrooms erected in the Geisendorf Park are to serve for teaching practice for student teachers in the Canton of Geneva. The *Ecole du Mail* will cease to function as an experimental school, for which it has been used since 1928. IBE - 370.7 (494)

Coordination of Teaching Media Teachers in French Switzerland have now set up a committee on teaching media, responsible for coordinating the work of the various groups. Each of these will concentrate on a particular field and will classify documentation, school work, reports on class equipment, contents of school libraries, etc. This system of organized work has been in operation in German Switzerland for a long time. IBE - 371.18 (494)

Handwork and Play The Department of Education in the Canton of Geneva has officially reintroduced handwork into primary school curricula. It has also taken steps to reserve playgrounds for children since the present volume of traffic prevents children from playing in the streets. IBE - 375.91 - 371.735 (494)

Vocational Guidance Courses The Swiss Association for Vocational Guidance and Protection of Apprentices organized six courses of vocational guidance in 1956, in collaboration with the *Office Fédéral de l'Industrie, des Arts et Métiers et du Travail*, together with the cantonal authorities; 160 vocational counsellors, men and women, took part in these courses. IBE - 377.94 (494)

Youth and the Cinema A study week was organized at the *Pestalozzianum* in Zurich by World Brotherhood assisted by the working group "*Jeunesse et film*" and the "*Pro Juventute*" organization. Various Swiss and foreign lecturers dealt with the problem of films for young people from the point of view of education, art and law. The courses were illustrated by demonstrations, given by children in age groups varying from nine to eighteen years, by practical experiments and an exhibition. IBE - 371.864 (494) - 778.53

A Film on Rhythmic Education At the request of the "*Pro Rhythmik-Film*" Association, and under the auspices of the *Pestalozzianum* of Zurich, Teleproduction showed a short film entitled "*Rythmique*". This Swiss documentary illustrates the purpose, method and educational possibilities of rhythm and music in education and how substantially this educational medium can foster the harmonious development of personality. IBE - 375.76 (494)

SYRIA

Nationalisation of Textbooks With the nationalisation of textbooks now completed, the new books prepared and published by the Ministry of Education are available to primary and secondary schools. IBE - 371.329 (569.1)

THAILAND

Tax for Schools Expenditure allocated to education is met from credits provided in the budget of the Ministry of Education and also from the proceeds of the sale of stamps surcharged for the benefit of education. A sum of 19 million bahts was forthcoming in 1955 from the sale of these stamps. IBE - 379.32 (593)

U.S.S.R.

All Education to be Free To promote the spread of the ten-year schools and to open up facilities of higher education to the young, the Council of Ministers of the U.S.S.R. entirely abolished, as from 1st September, 1956, tuition fees in the advanced classes of secondary schools, the specialized secondary schools and in establishments of higher education. In future, education at all levels is to be free of charge. IBE - 379.62 (47)

Accommodation for Four Million Pupils In accordance with the provisions of the sixth five-year plan (1956-1960) for general ten-year schooling, it is proposed to build the requisite number of schools to accommodate four million pupils, or approximately double the number of schools built during the fifth five-year plan. The schools will handle only one group of pupils daily. IBE - 371.6 (47)

Prescribed Teaching Periods for Graduates After graduation at the vocational school or university, every student must make good the cost of his training by working for three years, on full salary, in the educational or industrial institution whose need is most acute. This measure, inter alia, ensures that there is no problem of teacher shortage in the U.S.S.R. IBE - 379.67 - 379.8 (47)

Training of Elite Training of university élite is carried out on certain specific lines. To embark on post-graduate studies, a graduate must have completed three years' practical work. He may then apply to be assigned to a "candidate" group of studies, in which he will be paid full salary and will carry on research after a qualifying examination, with the title of "candidate". After three more years of practical work in industry or teaching, he may apply to join another group of advanced research which, after three years on an ample salary, will qualify him to sit for a doctorate. This degree also qualifies him for a professorship at the university. IBE - 378.399 (47)

UNITED KINGDOM

Conference on Staffing The Minister of Education recently called a conference of prominent members of the local education authorities and teachers' associations to discuss the severe shortage of teachers in certain areas and possible ways and means of a better distribution of the existing teachers. The main outcome of the meeting, after the statistics supplied by the Ministry had been carefully sifted, was that the Ministry should prepare a draft scheme for the "rationing" of teachers which would aim at securing the maximum possible

degree of voluntary co-operation between the authorities, but which would not include the direction of teachers. IBE - 371.11 (42) - 37 N

Cost Investigation Experiment The Minister of Education has announced his intention of setting up a new cost investigation and advisory service within the Ministry, the task of which would be to establish facts concerning educational expenditure in different parts of the country, to assess reasonable units of expenditure in relation to given standards, and to publish advice on methods which have been adopted to achieve those given standards at lower cost. IBE - 379.32 (42)

Prolongation of Teacher Training Recommended The recently published report of the National Advisory Council on the Training and Supply of Teachers in England recommends that the general course of training for teachers should be lengthened from two to three years; that it should be a continuous period of training; and that it should be introduced for all students at general training colleges at one and the same time and not by stages. In view of the increasing school population and the urgent need for reducing the size of classes, the Council do not consider the extension feasible at the moment but that the period of declining school population of the early 1960s will present a favourable, and possibly unique, opportunity to introduce the extra year of training. IBE - 371.12 (42)

Proposed University Expansion It was recently announced in parliament that university building projects totalling £34,400,000 are to be started in the next three years to meet the greatly increased demand for university education during the next decade and particularly the need for more university-trained scientists and technologists. The Chancellor of the Exchequer has given authority for building projects up to the value of £10,400,000 to be started in 1957, £12 million in 1958 and a further £12 million in 1959, in addition to the large sums required for the expansion of Imperial College of Science, Kensington. Proposals already made by the universities would increase the number of students from 84,000 in 1955-1956 to 106,000 by the mid-1960's, and this in turn would require much more residential accommodation. IBE - 371.6 - 378 (42)

Art Exhibition in Schools The London County Council is organizing an exhibition from 25th April to 14th May, 1957, to show the development in art teaching in recent years. The exhibition is not intended to be a collection of children's paintings and craft work displayed for their own sake. Rather will it be an illustration of the way in which the quality of expression changes and skill increases as the children grow older, showing how in painting, pottery and other crafts there is a development in children's imaginative, emotional and intellectual powers. IBE - 37 L - 375.72 (42)

New Primary Programme The Northern Ireland Ministry of Education has recently published a new programme for primary schools which replaces the "Programme of Instruction for Public Elementary Schools" which, with only minor changes, has set the pattern of work in these schools ever since 1932. The new programme is more flexible than the old so as to enable teachers to meet the needs of children of varying abilities and rates of progress and adapt their pupils' studies to different types of environment and experience. Classes, beginning with the two infants classes are all in the future to be known as "primary" thus doing away with the terms "infants" and "standards", and making it clear that the child's primary education is a single and continuous process. IBE - 372 - 371.42 (416)

Grace Terms A recent decision of the Kent Education Committee will enable teachers of long service in the county to benefit by a "grace term",

that is, a period of a term's leave of absence on full pay for the purpose of study or research. Applications for such leave may be made by teachers with at least ten years' continuous service, normally at their present school, who are prepared to undertake to remain on the Committee's service for at least a year after the grace term. IBE - 371.15 (42)

National Youth and Sports Centre The London County Council proposes to build a national youth and sports centre at the Crystal Palace, at an estimated cost of over £2 million. The centre will be run by the Central Council of Physical Recreation which has been offered a maximum grant from the Ministry of Education of £10,000 a year. IBE - 371.732 (42)

UNITED STATES

NEA Centenary The National Education Association (NEA) celebrates its centenary in 1957. A special booklet entitled "To Consider Education in a Changing World" has been issued by the Centennial Commission. It suggests topics for consideration at the meetings and celebrations planned to commemorate the centennial year. The commemoration aims at achieving three basic objectives: (1) to consider the decisive role of education in a changing world; (2) to stimulate action to provide adequate education for the increasing millions of children; (3) to strengthen the teaching profession in its service to people of all ages. IBE - 37 N (73)

Research in Education The *ad hoc* research advisory committee that for more than a year has assisted the Commissioner of Education in laying the groundwork for a cooperative programme of research in education has been replaced by a permanent committee. The Commissioner has initially appointed specialists in the fields of education, medicine, physical and social sciences. IBE - 37 P (73)

School Enrolment According to Federal Office of Education estimates, the number of children attending public and private schools in 1956-1957 will show an increase of one and three-quarter million over that of the previous year. This huge increase will necessitate the organization of 51,400 new classes for the primary and secondary schools alone. At the present time, it is estimated that out of a population of 167 million, one in four is attending school full time. IBE - 379.96 - 371.6 (73)

Secondary Education for All 87.1% of the children of secondary school age are enrolled in public and non-public schools. Of each 1,000 pupils enrolled in the 9th grade in 1950-1951, 674 were graduated in 1953-1954; 47% of those graduating from a secondary school go on to college. IBE - 379.61 (73)

Higher Education Enrolment During the school year 1955-1956, the 1,858 colleges and universities of the United States enrolled three million students. This represented an increase of 9% above the enrolment for the previous year. It is expected that by 1965 the total enrolment will be five million students and that by 1970 it will approximate six million. IBE - 379.96 (73)

School Buildings In new school buildings, classrooms occupy often less than half of the whole buildings, the remainder being taken up with laboratories, workshops, space for play, group assembly facilities, lunch rooms and various other premises. In the last twelve years, the federal authorities, states and local communities have spent on school building some 16% of the whole of their expenditure on education. The proportion has risen from 2% at the beginning of this period to 23% in 1964-1955. IBE - 371.6 (73)

Pupil Transportation Over 9,000,000 pupils, or approximately 31% of all enrolled in public elementary and secondary schools, are transported to and from school daily in more than 140,000 vehicles. IBE - 371.27 (73)

Selection of Future Teachers To improve student selection, Washington D.C. Teachers' College made first-year candidates undergo aptitude tests and an English test for the first time. The aptitude test was drawn up by the service of educational tests of Princeton, New Jersey, and the English test was based on studies and research carried out at the University of Purdue (Indiana). IBE - 371.11 (73)

Foreign Languages Fifteen years ago, fewer than 5,000 pupils in the public elementary schools were learning a foreign language, but by 1955-1956 the number had grown to 300,000. Spanish is most widely taught in the elementary classes, followed by French, then German, Italian, Latin, Norwegian and modern Greek. Swedish and Japanese are taught in a few communities. IBE - 375.13 (73)

Human Relations Training and Technical Civilisation A major effort is on foot in the United States to develop the study of human relations and social questions. Several technological universities, in particular those of Chicago and Massachusetts, attach much importance to the study of human relations and seek to foster in their students the essential social and human values needed side by side with technical competence. These courses are spread over four academic years and whilst they cannot be world-wide in scope, they do stress the fundamentals of Western civilisation, and thus seek to establish a rapprochement between technicians and humanists so that they may understand and adapt to social, political and economic changes, in their own country and in the world. IBE - 373.2 - 378.61 (73)

Television A survey recently undertaken by the American Council on Education showed that 44 separate institutions provide for 170 school courses to be regularly televised. Some 12,000 students view these courses. IBE - 371.368 (73)

URUGUAY

Public Health Eighty-four new health centres are to be set up and so located over the whole country that no citizen lives more than 60 km. away from a centre. It is proposed to carry out a health survey of the entire population. Administrative and medical staff at the 25 major centres will number 33 persons; at the smaller centres only 10 persons. The centres will start to function between 1958 and 1960. IBE - 371.71 - 375.83 (891)

Harmful Reading A National Coordination Committee has been set up to combat the injurious effect of undesirable reading-matter on children. It consists of representatives of the National Union of Teachers, the Catholic Action, the Association for the Protection of Christian Homes and the Women's Union. IBE - 371.862 (891)

VENEZUELA

The Unified Primary School To eliminate differences of numbers which were a handicap to rural schools, the new Education Act abolished the distinction between urban and rural schools. In future, there will only be one type of primary school which will take account of local resources from the teaching point of view. IBE - 372 - 379.66 (87)

YUGOSLAVIA

Study Scholarships In the second quarter of the academic year 1955-1956, half the 50,000 students enrolled in the five universities of Yugoslavia were scholarship holders, or benefited by a family allowance. The Yugoslavia district committees distributed 3,670 scholarships; business undertakings, 1,750; institutions 1,800; faculties over 1,000, etc. In 1954-1955, over 500 million dinars were paid to scholarship holders and some 600 million as students' family allowances. The average scholarship amounted to 4,400 dinars, and the allowance to 2,500 dinars per month. It is held that assistance to students should be limited to the scholarship system. IBE - 379.67 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITY

Teachers' Federations The XXVth International Conference of delegates from the International Federation of Teachers' Associations (IFTA) and the Conference of the International Federation of Secondary Teachers (FIPESO) will be held in Germany from 29th July to 1st August, 1957. They are to be followed by the World Confederation Congress (W.C.O.T.P.) from 2nd to 8th August. The following two subjects will be discussed by the IFTA delegates:—
(1) How is the selection of children organized during their compulsory schooling?
(2) The teaching of geography as a means to promoting international understanding within the framework of compulsory education. On the agenda of FIPESO will be the question of examinations and competitions in secondary education. IBE - 371.18 - 37 N

School Curricula Ten countries were represented on the International Advisory Committee on School Curricula which met for the first time in September at Unesco (France, United Kingdom, U.S.S.R., Germany, U.S.A., Brazil, Costa Rica, Japan, Burma and Egypt). Its task was to advise the Director General of Unesco on revision of school curricula in the direction of international cooperation and to seek possible improvements. Comparison of the results yielded during the regional seminars (Geneva, Lima, Karachi) shows that curricula are universally overloaded, that no school reform has brought relief and that extension of the compulsory school age entails preparation of the adolescent for everyday life and increased culture. IBE - 375.05 - 379.824

Model School Buildings The International Congress on School Planning has decided to choose Morocco and India as pilot countries for experimenting with model school buildings. IBE - 371.6

Technical Education The Spanish-American Bureau of Education in Madrid has decided to establish a "Spanish-American Institute of Research and Technical Education" within the framework of its organization. The aims of the new Institute include contact with international organizations, as well as with technical schools and universities in all countries, contacts which will acquaint it with the experiments, experience and progress achieved in the field of technical education. IBE - 37 P - 373.54

The African Child An international study conference on the African child, organized by the International Catholic Bureau on Childhood, was held at Yaoundé (Cameroon) from 2nd-7th January, 1957. Over thirty African countries and territories were represented on this occasion, the first of its kind to be organized in Africa on "the education of the African child in terms of his basic environment and future". IBE - 37 N - 371.98

Adaptation of the Negro Student The Department of Social Science of Unesco has undertaken four surveys dealing with the influence of the new intellectual élite in the so-called underdeveloped countries: three in West Africa and one among the African students in Paris. The latter, which has just been completed, yields documentation on the problems of negro students in scholastic adaptation. These students are found to have considerable facility for the acquisition of theoretical technical knowledge, but their manual training is slower as it demands a certain readaptation from them. As to their so-called lack of reasoning, they do best in the faculties of science, where their numbers are on the increase. Once initial difficulties have been overcome, and these are difficulties which are mainly the outcome of inadequate preliminary training, then the negro's marks equal and even excel those of students of the mother country. IBE - 371.98 - 378 - 37 P

Studies Abroad The number of scholarships awarded to students for study or research abroad amounted to 74,000 according to statistics compiled by Unesco. These scholarships, which may be regarded as one of the most encouraging aspects of international collaboration in education, are donated by governments, universities and foundations and their number increases annually. It is estimated that 126,000 students are at present studying outside their own country. IBE - 379.67 - 379.822

Parent-Teacher Relations Meeting in London, the "Committee on Parent-Teacher Relations" of the International Union of Family Organizations recommended, inter alia, that action be taken to approach the authorities and to influence public opinion for a revaluation of the teaching profession by improving the prestige and working conditions of teachers. On behalf of the staff, it demands a timetable which would permit them to meet the parents of their pupils and urges that the time spent on these interviews should be counted as service. It asks that, in conjunction with the information supplied to the staff, parents be initiated in the problems arising from the need of cooperation between school and family by means of publications, lectures, films, etc. IBE - 371.026 - 36 N

Travelling Exhibition The International Guild of Work of Educationists consisting of primary and secondary staff, is organizing an international travelling exhibition on "Art in School". The exhibition is meant to publicize the authentic and original work done by children aged four to sixteen years. It will open in April 1957 at the Musée des Beaux-Arts in Lausanne (Switzerland). IBE - 375.72 - 37 N

Artistic Education The International Federation for Artistic Education plans to organize its Xth Congress in Switzerland during the summer of 1958. The subject of its work and discussions will be "Artistic education, integral part of any truly humanist education". IBE - 375.7 - 37 N

Production of Good Films The General Council of the International Catholic Office of the Cinema met at Havana (Cuba) from 4th to 10th January, 1957. It considered the question of "the production of good films by the movements for cinematographic culture". IBE - 37 N - 778.53

Remedial Education The studies organized from 6th to 15th November, 1956, by the international study group of Sonnenberg (Harz) dealt with the question of remedial education. Amongst the papers submitted, mention may be made of: special education in Germany; the bases of remedial education from the point of view of the doctor and the teacher; the training of teachers for special

education ; the role of mental health and psychotherapy in remedial education ; psychological diagnosis, etc. IBE - 371.9 - 37 N

International Catholic Bureau of Childhood The ICBC will hold its VIth Congress in Canada, at Quebec, Three Rivers and Montreal, from 2nd to 8th September, 1957. The subject of this Congress is to be "The church and the child — The child in the church and the world of today". IBE - 37 N - 371.452

Unesco Youth Institute The 1957-1958 draft curriculum of the Unesco Youth Institute, at Gauting near Munich, will comprise four courses : (a) a course on the problem of leisure, to be organized jointly with the Institute for Education (Hamburg) and the Institute for Social Science (Cologne) ; (b) a course on physical education to serve as a possible preparatory basis for the international conference which Unesco plans to hold in 1958 ; (c) a course aimed at promoting the understanding of Asiatic countries by Western young people ; (d) a collection of studies on music and song as educational techniques in the youth movements. IBE - 371.026 - 37 P

Gift of Château The Château de Bois du Rocher, at Jouy-en-Josas, south-west of Paris, has been given to Unesco to be used for scientific conferences or intellectual meetings likely to further international progress. The donors, Mr. and Mrs. Olof Aschberg, Swedish nationals resident in France, are well known for their zeal in the cause of international understanding. IBE - 379.826

Physical Education To mark the fifth anniversary of its Institute of Physical Education, the University of Chile organized the first international seminar of physical education at Santiago. IBE - 37 N - 371.73

International Cinema Institute An "International Cinema Institute for Young People" was recently founded in Rome. Its aims are as follows : (a) the convening of conferences intended to study and determine the tastes and preferences of young people today ; (b) the organization of polls or adoption of other methods likely to disclose how young people react to films ; (c) the conclusion of national and international agreements in support of the production of children's films ; (d) the establishment of a children's film centre, together with an office of information and documentation. IBE - 371.864 - 778.53

International Psychology Congress The XVth International Psychology Congress is to meet in Brussels from 28th July to 3rd August, 1957. It will deal with the following questions : methodological problems ; biochemical processes and behaviour ; perception ; psychology of language ; personality and motive ; religious psychology ; problems of social psychology ; cultural anthropology with particular reference to the African negro ; animal ethnology and instincts. IBE - 37 N - 15

School Newspapers The Educational Museum in Paris organized an international exhibition of school newspapers at the beginning of 1957. Included also were papers printed or multigraphed at school by the pupils, with the aid of the staff, for use as additional educational material in teaching certain subjects. IBE - 371.385 - 37 L

For Infants Sixteen countries were represented amongst the experts who participated in the study cycle organized by the European Office for Technical Assistance of the United Nations, in collaboration with the Ministry of Foreign Affairs and the National School of Public Health in France. Special attention was paid to the training of staff for nurseries, day nurseries and kindergartens, and it was recognized as a primary necessity that the staff should receive psychosomatic and teaching training. IBE - 372.21 - 37 N

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International Understanding Under the auspices of the National German Commission for Unesco, 23 junior masters from 17 nations met at Gauting, near Munich, from 23rd July to 4th September, 1956. The agenda of this meeting dealt with "The teacher's contribution to the development of understanding and collaboration amongst peoples and groups". IBE - 37 N - 377.38

Andersen Prize The first "Hans Christian Andersen" Prize to be awarded for the best children's book in the world has been given by the International Committee on Children's Literature to Eleanor Farjeon for her publication entitled "The Little Bookroom", a collection of tales and short stories illustrated by Edward Ardizzone and published in London in 1955 by the Oxford University Press. IBE - 371.82 - 37 N

International Seminar Under the auspices of the *Nordiska Seminaristförbundet* (Stockholm, Vastmannagatan 61 B), an international seminar will be held in Sweden during the summer of 1957 for education students and young teachers. The agenda includes the following topics: (a) objectives of education; (b) unity and the continuity of the educational system; (c) non-school factors influencing a child's development; (d) educational reform in Sweden. IBE - 37 N

RECORDED 25 YEARS AGO IN No. 22
OF THE BULLETIN
OF THE INTERNATIONAL BUREAU OF EDUCATION
(1st quarter of 1932)

● Although, by the law of 19th May, 1914, physically and mentally infirm children, unable to attend school through having no special classes for abnormal children within a radius of 4 km. from their home, were exempt from compulsory schooling, by the new law they would be obliged to attend, even from outside the 4 km. radius, if the more distant school establishments are easily accessible. The contingent costs of transport are chargeable to the establishment, which has the right of a compensatory subsidy from the State.

● The British Broadcasting Company appointed a University Reader in Phonetics to give a radio lesson in standard pronunciation of the English language, to school children mostly from the elementary schools. He will imitate defects of dialect, then show the difference between incorrect and correct pronunciations.

● A new secondary school for boys was opened in Dublin where all the subjects with the exception of English, which is studied as a foreign language, will be taught in Irish.

● The Prussian government has decided that henceforward French shall be the first compulsory language in secondary and higher elementary establishments.

● Institutes for the training of teachers of vocational continuation schools for apprentices were opened provisionally in Czechoslovakia.

● The World Federation of Education Associations, at its Denver Conference, recommended that the attention of the governments of all countries be called to the necessity in the interest of the economic welfare and the stability of their countries: (a) of providing the best possible education for young people in rural areas, (b) of affording the advantages of a well-balanced curriculum within reasonable distance of the pupils' homes, and (c) of securing for service in the rural schools teachers thoroughly educated, fully trained and adequately remunerated.

● Thanks to the efforts of the " Friends of the Open-Air School ", the first communal open-air school of Budapest has been opened on a hill near the city. Several already exist in country districts.

● Under the name of Das schweizerische Jugendschriftenwerk, an association has been created at Zurich whose aim is to publish a cheap collection of children's books. The organizers will take into account the varied interests of young readers : romance, biographies, travel and adventure stories, sports, drama, games and occupations, etc., will be represented.

● A decree has just been passed by the Ministry of Public Instruction to regulate the recognition by Venezuela schools of studies made abroad.

● *La Revista de Instrucción primaria* of La Plata is engaged on an inquiry into children's libraries and is utilizing the radio to broadcast the replies from Argentine educationists.

● The headmaster of the public school of Santa Ana (Costa Rica) has informed the Director of Elementary Education that his school, with a view to the free distribution of milk among necessitous children, has bought a cow with the proceeds of school festivals organized for this purpose. The children themselves care for the animal. This new " project " has been much enjoyed.

● The South African Red Cross reports that, in 1930 and 1931, the Junior Red Cross made many new members among the school children of the Transvaal, thanks to the support given to the Society by the Minister of Public Education, the school inspectors and the teachers... During the school year 1930-1931, the Juniors collected clothing for poor children as well as funds for the school of the deaf and dumb and for summer camps ; they also visited their comrades who were sick in hospital. Lectures were given on snake-bites, the danger of flies, how to avoid different illnesses, etc. In reply to an appeal in favour of the families of foresters, the Juniors collected, within a few days, hundreds of toys and books.

● The Spanish government has decided to grant free entry into Spain for all albums or other objects made by Juniors of other lands, and intended either for the permanent museum of the Spanish Junior Red Cross or for the child inmates of orphanages or homes.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (52) EDUCATION IN JAPAN — 37 D (52) BIBLIOGRAPHY

EELLS, Walter Crosby (Compiled by). *The Literature of Japanese Education, 1945-1954*. Hamden (Connecticut), The Shoe String Press, 1955. 210 p. — An annotated bibliography of 1,428 books, monographs, and pamphlets, signed reviews of these books and periodical articles, all of them dealing entirely or in part with some phase of Japanese education during the past decade. (IBE)

37 A (54) EDUCATION IN INDIA — 37 B (54) HISTORY OF EDUCATION IN INDIA

SIQUEIRA, T. N. *The Education of India. History and Problems*. 4th ed. London, Oxford University Press, 1952. 282 p. — Revision of India's education system must give due perspective to the past which here forms the subject of a preliminary historical survey. Any attempt at the solution of education problems needs to be based on the definite aim of adapting education to the country's special requirements arising from national characteristics and conditions. Amongst the problems discussed in the second part of the book, mention may be made of: women's education, physical education, adult education and religious education. (IBE)

37 A (81) EDUCATION IN BRAZIL

ABREU, Jayme é o. *O sistema educacional fluminense* (Uma tentativa de interpretação e crítica). Rio de Janeiro, Instituto nacional de estudos pedagógicos, 1955. 371 p. tabl. fig. (Campanha de inquéritos e levantamentos do ensino médio e elementar, CILEME, publicação Núm. 6). — Continuing its work of preparing the "educational map" of Brazil, the National Institute of Educational Studies here analyses the educational system in the State of Rio de Janeiro, considered from the standpoint of the economic and social milieu. After a critical study of the present state of primary and secondary education, various suggestions are made for improving educational services. (IBE)

37 A (83) EDUCATION IN CHILE

LABARCA, H. Amanda. *Realidades y problemas de nuestra enseñanza*. Santiago de Chile, Ediciones de la Universidad de Chile, 1953. 118 p. bibl. fig. — Critical review of school organization in Chile from primary school to university. The main problems which call for urgent solution are: lack of coordination between the various services, the systems of intermediate, public and private education, the campaign against illiteracy, etc. (IBE)

37 B HISTORY OF EDUCATION — 370.47 SOCIOLOGY AND EDUCATION

ALT, Robert. *Vorlesungen über die Erziehung auf frühen Stufen der Menschheitsentwicklung*. Berlin, Volk und Wissen volkseigener Verlag, 1956. 247 p. pl., bibl. — Adaptation of a history course dealing with education in the remotest days of man's history. Considered as a sociological phenomenon, teaching is found in every human community, and the evolution of teaching in

both theory and practice shows the interdependence of education on the development of society. Amongst essential aspects of education found in primitive society, the author describes the following: all-round education which neglects no side of the child's personality, early participation by imitation in the adults' daily work, absence of corporal punishment in various tribes, primitive forms of moral education, educational significance of initiation ceremonies, building-up of a cultural heritage and the growth of monopoly occupations. (IBE)

37 B HISTORY OF EDUCATION

ANSELME D'HAESE, F. *Aux sources de la pédagogie moderne*. 2^e éd. revue et augmentée d'une anthologie. Namur et Bruxelles, La Procure; Gembloux, Duculot, 1956. 359 p., bibl., fig. — Second edition of a history of education (see Bulletin No. 96), first published in 1950. (IBE)

37 B HISTORY OF EDUCATION — 37 C BIOGRAPHY

MERLAUD, André. *Jean-Baptiste de la Salle, maître de l'enfance et de la jeunesse*. Paris, Spes, 1955. 254 p., ill. — An account of the career and work of the man who founded the Order of the Christian Doctrine. J.-B. de la Salle was, in fact, the pioneer of the "little schools", to which he devoted his life and fortune in determined efforts to train capable teachers who would worthily carry on the establishments that were multiplying all over France and were soon to spread throughout the world: paving the way for the primary schools of today. (IBE)

37 C BIOGRAPHY — 37 P SOCIETIES CONCERNED WITH EDUCATION — 379.5 SCHOOLS AND THE PUBLIC

ALFARIC, Prosper. *Jean Macé. Fondateur de la Ligue française de l'enseignement*. Préface de Jean Sarrailh. Paris, Le Cercle parisien de la Ligue française de l'enseignement. 1955. 128 p. app. — Biography of the originator of communal libraries, who founded the French Educational Association and did so much to influence public opinion in favour of education becoming compulsory, free and secular. This account of his work, in the light of contemporary social and political events, ranges over three periods: I. From the Restoration to the Third Republic; II. Under the Second Empire; III. Under the Third Republic. (IBE)

37 C Life and Work of Educationists — 377.1 RELIGIOUS EDUCATION

KAMPMANN, Theoderich. *Kierkegaard como educador religioso*. Madrid, Consejo superior de investigaciones científicas, Instituto de pedagogía "San José de Calasanz", 1953. 82 p. — Translated by José Artigas from the original German work published in 1940 under the title of "Kierkegaard als religiöser Erzieher". (IBE)

37 E REFERENCE BOOKS — 613.95 CHILD CARE — 371.02 EDUCATION IN THE HOME

HANSELMANN, Heinrich. *Eltern-Lexikon*. Erste Hilfe in Erziehungssorgen und Schulnoten. Wörterbuch vom Seelenleben des Kindes und des jugendlichen Menschen. Zurich, Rotapfel Verlag, 1956. 470 p. — A dictionary for the benefit of parents who meet with difficulties in the education of their children and who lack time and opportunity to consult complete works of scientific reference. It is drawn up so as to give a first answer in concise, straightforward language, to the problems linked with each root word, all of which have a bearing on education and psychology. It contains the definition and etymology of each term, together with psychological and theoretical explanations, practical teaching advice and also bibliographical references. (IBE)

37 G (438) YEARBOOKS — 371 (438) GENERAL ASPECTS OF EDUCATION (POLAND)

CZERNICHOŃSKI, E. (Ed. by) *Rocznik instytutu pedagogiki* (Yearbook of the Educational Institute). Tome I. Warszawa, Państwowe zakłady wydawnictw szkolnych, 1955. 416 p., bibl., fig. — Yearbook containing a number of

studies on such subjects as "Ideological and teaching principles underlying the preparation of general school syllabuses"; "Campaign to eradicate outmoded pedagogy"; "General teaching problems in Warsaw and Poland", etc. (IBE)

37 G (494) YEARBOOKS — 37 A (494) EDUCATION IN SWITZERLAND

Etudes pédagogiques 1956. Annuaire de l'instruction publique en Suisse, publié sous les auspices de la Conférence intercantonale des chefs de départements de l'instruction publique... par Georges Chevallez. Lausanne, Payot, 144 p. — A yearbook containing the report of the conference of heads of departments of public education in French- and Italian-speaking Switzerland, school news, bibliographical notes and a list of new Swiss textbooks, as well as several studies dealing with various aspects of education: reflections on the humanities (H. Saini); precision in French (C. Dudan); regional seminar for improvement of syllabuses (R. Dottrens); psychological selection of candidates for primary teaching (A. Rey), etc. (IBE)

370 THEORY OF EDUCATION — 371 GENERAL ASPECTS OF EDUCATION —
37 B HISTORY OF EDUCATION

DOBROLJUGOW, N. A. Ausgewählte pädagogische Schriften. Berlin, Volk und Wissen volkseigener Verlag, 1956. 731 p. — Selected writings by the polemist, philosopher, literary critic and Russian educationist of the last century who, in line with Belinski and Herzen, is one of the chief representatives of revolutionary education. These texts outline education in the days of the Czars and contain much information on various problems of education, teaching technique, and systems of teaching the various school subjects, psychology, and new ideas on school textbooks and the form and content of children's books. (IBE)

370 THEORY OF EDUCATION — 371.30 DIDACTIC PRINCIPLES

EGGERSDORFER, Franz Zaver. Jugendbildung. Allgemeine Theorie des Schulunterrichts. 6 Aufl. München, Im-Kösel-Verlag, 1956. 459 p. — Sixth edition of a treatise on education and teaching, completed by a short historical introduction: I. Nature and aims of training the young; II. Subject matter of education and its integration in the syllabus; III. Training process and basic principles of this work; IV. Teaching procedure, types and methods of education. (IBE)

370 THEORY OF EDUCATION — 371 GENERAL ASPECTS OF EDUCATION
37 I (47) POLYGRAPHY (U.S.S.R.)

KRUPSKAJA, N. K. Ausgewählte pädagogische Schriften. Berlin. Volk und Wissen volkseigener Verlag. 1955. 399 p. — Anthology of the works of a pioneer in Soviet education who took part in the campaign against illiteracy which followed the revolution, and in the complete reorganization of the school system, subsequently laying the foundations for "polytechnic" teaching and education for youth collectives and pioneer organizations. (IBE)

370 THEORY OF EDUCATION — 37 B HISTORY OF EDUCATION

OKON, Wincenty. Proces nauczania (The teaching process). Warszawa, Państwowe zakłady wydawnictw szkolnych, 1954. 208 p. (Educational Institute). — Theoretical study of the development of teaching viewed historically, and the psychic processes which lead to knowledge of the general and basic characteristics of reality and to assimilation of the subject matter studied. Questions relating to discipline during the lesson, training of aptitudes and know-how, relation between theory and practice, etc. (IBE)

370 THEORY OF EDUCATION

PETZELT, Alfred. Wissen und Haltung. Eine Untersuchung zum Begriff der Bildung. Freiburg im Breisgau, Lambertus-Verlag, 1955. 86 p. (Grundfragen der Pädagogik, Heft. 3). — Examination of the underlying principles of education: (a) knowledge; (b) attitude; (c) attitude and knowledge considered as human attribute; (d) wisdom, goal of all education. (IBE)

370.46 PSYCHOLOGY

EKZEMPLIARSKY, V. M. *Otchierki psikhologhii outchiebnovospitatelniy raboty v shkole*. (Psychological sketches on educational work in school). Moskva, Gossoudarstviennoe Outchiebnopedagoghichieskoie izdatielstvo Ministierstva prosviechtcheniia RSFSR, 1955. 168 p. — How to prepare rational lessons, making allowance for pupils' differing mentalities, according to their age and type (artist, thinker, etc.), degree of attention, etc.

370.46 EDUCATIONAL PSYCHOLOGY — 377.91 MEDICO-PSYCHOLOGICAL AID — 136.7 CHILD PSYCHOLOGY

GRAEFE, Oskar und HECKHAUSEN, Heinrich. *Psychologische Forschung und praktische Erziehungshilfe*. München, Ernst Reinhardt, 1955. 41 p., fig. pl. (Erziehung und Psychologie, Heft 4). In Graefe's view, psychological aid gives rise to major problems, in both diagnosis and therapy, not to mention the entirely theoretical question of classifying the various anomalies of behaviour in difficult children. Account must be taken in diagnosis of the origin of attitudes, individual dynamism (needs and urges) and of the pressure of circumstances. Heckhausen, for his part, thinks that the healing process should be built up on the analysis of the complexes revealed, particularly through dramatisation. Both authors work from Murray's theories. (IBE).

370.47 SOCIOLOGY — 371.871 HOLIDAY CAMPS

BARBANO, Sigismondo Ugo. *Al di là della scuola*. Problemi sociali di educazione giovanile. Roma, Editrice Avio, 1953. 94 p. — The public is becoming increasingly aware that education is not a matter exclusively for the school but that many of its problems are closely bound up with the country's economic and social organization. The educational side must be considered in all forms of assistance available to young people: holiday camps, especially, enable the child to be observed in all activities outside school and provide unlimited scope for the educationist, the psychologist, the doctor and sociologist in research and collaboration. (IBE)

370.47 SOCIOLOGY — 371.266 PSYCHOLOGICAL TESTS (CHARACTER)

HUSQUINET, Albert. *L'adaptation scolaire et familiale des jeunes garçons de 12 à 14 ans d'après le test sociométrique et le test d'aperception thématique*. Paris, Société d'édition "Les Belles Lettres", 1954. 202 p. — Application of three tests (sociometrical, opinion and "TAT") to five groups of boys aged twelve to fourteen, to investigate their mutual behaviour within these groups, their judgment in respect of classmates' feelings and their inner moods. Problems raised: (1) What is the relationship between our attitude towards others and the attitude of others towards us? (2) Are we aware of the feelings we arouse around us? (3) Does the sociometrical code express depth of personality? (IBE)

370.47 SOCIOLOGY — 370.46 PSYCHOLOGY AND EDUCATION

WEISS, Carl. *Abriiss der pädagogischen Soziologie*. 2. Teil. Soziologie und Sozialpsychologie der Schulklasse. Bad Heilbrunn, Obb., Julius Klinkhardt, 1955. 178 p., fig. — Second part of a treatise on educational sociology, dealing with the problem of the class at school, considered as a social structure. The class is an involuntary community, representing a transitory sociological situation between the organic community of the family and adult society. The teacher is responsible for welding this community into the maximum possible ideal structure, and it is for his guidance that the author outlines in detail the social phenomena characteristic of groups of children, together with the interaction of the various psychological, economic and other factors. (IBE)

370.5 EVALUATION OF EDUCATIONAL RESULTS — 371.263 SCHOLASTIC TESTS

RAVERA, Alfredo. *Apreciación de los resultados de la acción educativa*. Buenos Aires, Kapelusz, 1953. 182 p., fig., bibl. — The Uruguayan Professor Ravera has devoted a comprehensive study to the various aspects of the evaluation

of educational results. Principal chapters: What is meant by evaluation of primary education?; why is it necessary to check school work?; objectives and content of the guidance given to future teachers and of the control of their output; the problem of evaluating results considering only preschool education. A major part of the book deals exclusively with the technique of 55 knowledge tests. (IBE)

370.9 (84) FUNDAMENTAL EDUCATION (BOLIVIA)

RUBIO ORBE, Goñalo. *Educación fundamental*. Quito, Casa de la Cultura ecuatoriana, 1954. 110 p. — Drafts for the development of fundamental education in Bolivia, drawn up by the author as an expert of Unesco. Principal subjects considered: how to set up teams of experts specialized in fundamental education?; how to proceed to a sociological inquiry into the life of a community?; methods for a fundamental education campaign in Bolivia; educational activities of a rural rehabilitation centre in the high plateaux of Bolivia. (IBE)

371.02 EDUCATION IN THE HOME

KLEE, Erich. *Die Familienerziehung bei Pestalozzi*. Eine Handreichung für unsere Zeit. Zürich, Tobler-Verlag, 1955. 231 p. — Analysis of "Lienhard und Gertrud", the fictional educational work by Pestalozzi, from the angle of education in the home. Views on Pestalozzi's ideas and their application to modern living. (IBE)

371.026 (47) RELATIONS BETWEEN HOME AND SCHOOL (U.S.S.R.)

DIOMINA, A. G. *Rabota shkoly s roditeliymi* (School work with the parents). Moskva, Gosoudarstvennoie Ouchiebno-pedagoghichieskoie izdatel'stvo Ministierstva prosviechtcheniia. RSFSR, 1955. 86 p. — The author considers that for the school to work in close conjunction with the family is an integral part of its normal activity. Cooperation must conform to a plan and be supervised by the school principal. Use is made of general meetings, lectures and reception days for parents. In addition, class teachers should organize meetings of interest to their pupils' parents, afford opportunities for consultation and pay return visits. The principal organizes the parents' committee and arranges its contacts with the sponsored activities. (IBE)

371.037 YOUTH MOVEMENTS — 371.17 THE TEACHER'S LIFE, MEMOIRS AND CONFESSIONS — 37 C BIOGRAPHY OF EDUCATIONISTS

ERICKSON, T. A. *My Sixty Years with Rural Youth*. Minneapolis, The University of Minnesota Press, 1956. 162 p., pl. — Autobiographical account of a lifetime's activity as an educationist of rural young people in the State of Minnesota, organized in the "4-H Clubs". This study emphasises the importance of the "4-H" programme in the farming history of this part of America, the major educational task which it implies and the part played by "Dad" Erickson. (IBE)

371.17 THE TEACHER'S LIFE, MEMOIRS AND CONFESSIONS

KAPPELER, Ernst. *Oh, die heutige Jugend*. Ernste und heitere Betrachtungen eines Schulmeisters. Zürich, Werner Classen Verlag, 1955. 219 p. — Sketches of life in and out of school, drawn from the rich experience of a Swiss teacher, who is also a writer. (IBE)

371.2 SCHOOL ORGANIZATION

GOSSOT H. & BRUNOT, F. *De la Théorie... à la Pratique*. Paris et Strasbourg, Librairie Istra, 1956. 731 p. — Principles and techniques of methods in use in primary schools. Official instructions concerning syllabuses and timetables. Regulations for the various primary teaching examinations from the certificate of primary studies to that for studies in the first stage of secondary education. Guiding principles for teachers as to the purpose of the subjects taught and the methods to be adopted. (IBE)

371.22 (861) DIVISION OF WORK AMONG THE TEACHERS — 372.22 (861)
PUBLIC PRIMARY SCHOOLS — 370.7 EDUCATIONAL EXPERIMENTATION
(ECUADOR)

OLAIZOLA, Sabas. *El plan de maestros asociados*. Quito, Casa de la Cultura ecuatoriana, 1955. 216 p., bibl. — The founder of the experimental school of Las Piedras (Uruguay), appointed by Unesco to undertake a mission to Ecuador with a view to reform of teacher training, explains his educational system based on centres of interest and known as the "plan of associated teachers". Instead of being responsible for teaching all subjects to his pupils, each teacher specialises in the teaching of a group of subjects, pupils passing from one teacher to another in turn—as is the case in secondary education. This system has been introduced, on an experimental basis, in the classes of primary schools attached to the teacher training schools in Quito. (IBE)

371.232 ENTRANCE EXAMINATIONS, METHODS OF SELECTION — 371.263
SCHOLASTIC TESTS

HILLEBRAND, M. J. (Ed. by) *Zum Problem der Schulreife*. München, Ernst Reinhardt, 1955. 90 p., fig., pl. (Erziehung und Psychologie, Heft 2). — Collection of work by various authors on the problem of the aptitudes and qualification required for admission to primary schools: criteria of the "Schulreife", advisability of resort to specific examinations to detect those children whose physical, emotional and mental development is retarded and who are apparently less gifted; other aspects of the problem, examination by tests. (IBE)

371.232 ENTRANCE EXAMINATIONS. METHODS OF SELECTION — 371.263
SCHOLASTIC TESTS — 373 SECONDARY EDUCATION

MIERKE, Karl (Ed. by). *Die Auswahl für die gehobenen Schulen*. München, Ernst Reinhardt, 1955. 64 p., fig. (Erziehung und Psychologie, Heft 3). — Various authors representative of the opinions of parents, the primary and secondary school, vocational guidance and applied psychology set out their point of view on secondary school entrance examinations: the advantages and disadvantages of the selection, its social justification, the mistakes and injustices which occur, the psychology of selection, and the use of tests. (IBE)

371.243 (493) INDIVIDUAL TEACHING (BELGIUM)

LECRENIER, Gaston, VAN WÆYENBERGHE, Rémi et a. *L'école adaptée*. Semaines d'information et de perfectionnement pédagogique organisées en 1955 aux écoles normales de l'Etat à Laeken et à Mons à l'intention du personnel enseignant primaire. (Bruxelles). Direction générale de l'enseignement primaire et normal, s.d., 142 p. — The problem of making the school fit the child in Belgium; present educational output in primary education; school failures and their causes; the child confronted with the difficulties of school techniques; the misfit child; educational experiments undertaken by the Commune of La Louvière; cultural and recreational activities. (IBE)

371.3 INTELLECTUAL EDUCATION — 373 SECONDARY EDUCATION

COLLÈGE JEAN DE BRÉBEUF, MONTREAL. *Mélanges sur les Humanités*. Québec, Presses Universitaires Laval, 1954. 265 p. — Collected lectures delivered at the Collège de Brébeuf to celebrate the twenty-fifth anniversary of its foundation. Various opinions on the rôle of colleges considered as centres of cultural revival. (IBE)

371.303 PLAY IN EDUCATION

DIATCHKOVA, O. A. *Igry chkolnikov* (Children's games). Moskva, Gossoudarstviennoe Outchiebno-pedagoghitchieskoie izdatielstvo Ministierstva prosviechtcheniia RSFSR, 1955. 176 p., bibl., fig. — Study of the educational significance of games and toys in communist education. Description of games and toys of special interest to younger children. (IBE)

371.329 (45) TEXTBOOKS (ITALY)

VIOTTO-SPINARDI. *L'esame del libro di testo per le scuole elementari*. Rovigo, Istituto padano di arti grafiche, 1954. 202 p., app. — Since the primary teacher is free to choose his textbooks, it is essential that he know what criteria to apply in their selection. The textbook should be regarded as an aid to teaching and not as a handbook of knowledge; it should have a certain unity, deriving firstly from adherence to the syllabuses and, secondly, from intelligent liaison between the subjects with which it deals. Appendices contain legislative provisions dating from 1945 in Italy on the subject of textbooks. (IBE)

371.361 TEACHING BY PICTURES — 371.37 AURAL TECHNIQUES

Le son, l'image et l'enfant. Numéro spécial de la revue "Educateurs". Paris, éd. Fleurus, 1956. 111 p. — Selection of articles on audio-visual media in education; necessary information on audio-visual equipment, its purpose and use, its contribution to learning and revelation of the world to the child. Need for the child to be able to master what he sees and hears; the camera used as a teaching medium; the magnetophone enabling voice control and rediscovery of speech. (IBE)

371.382 ACTIVE METHODS. EDUCATIONAL GAMES

GUILLEN, E. *Nonvelle moisson de jeux*. Paris, Presses d'Ile de France, s.d., 188 p., fig. — Textbook containing a number of explanatory figures which will be of real value to every teacher who cares about delighting his pupils, by reason of the many different games which he will be able competently to organize for them. (IBE)

371.383 DRAMATISATION. DRAMATIC GAMES

BOURGES, Maurice. *Jeux dramatiques*. Leur place dans l'éducation. Paris, éd. de l'Arc tendu, s.d., 163 p., bibl. — Practical ways of encouraging and improving dramatic games which should not be regarded merely as theatricals and left vague or mediocre; costumes, masks, various exercises for body and voice expression, sound, scenery, topics and programmes for public and festive occasions, social evenings, etc. (IBE)

371.43 ACTIVITY SCHOOLS — 371.304 ADJUSTMENT TO THE CHILD'S THOUGHT

FREINET, C. *Les Méthodes naturelles dans la pédagogie moderne*. Paris, éd. Bourrelhier, 1956. 124 p. (Coll. "Educateurs d'hier et d'aujourd'hui"). — In opposition to the traditional school milieu which is no longer geared to contemporary social living conditions, in its failure to prepare the child for active citizenship in a democratic society, is the natural method which takes a new view of the social and human structure of the school and seeks to integrate techniques with everyday living. A definition of the natural method—for which the criterion is the process of acquisition of language and whose results are compared with those obtained by the traditional method—precedes general data on achievements in all the various school branches and activities, together with examples of its application in several schools in France. (IBE)

371.6 SCHOOL BUILDINGS

School Construction 1955-1956. A Review of Progress. London, Councils and Education Press, 1956. 153 p., photos, fig., plans, diagr. — Architects and members of the teaching profession give their opinions in the first part as to improvements (sanitary installations, heating and equipment, etc.) made in school construction in recent years. The second part of the book shows some of the new primary and secondary schools which have recently been built in various parts of the country. Particulars are given for each school of the cost and duration of building, number of children, space required, etc. (IBE)

371.73 PHYSICAL EDUCATION — 37 N INTERNATIONAL CONFERENCES

GROLL, Hans (Ed. by). *Zeitgemässe Leibeserziehung der Jugend*. Bericht über die "Internationale Tagung für zeitgemässe Leibeserziehung der Jugend",

Obertraun, 1954. Wien, Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, 1955. 196 p., pl., app. — Report of the international congress held at Obertraun in 1954 where problems discussed included: the teaching view of physical education, standards achieved by children in physical training, the role of the State, of the school and athletic medical services, and the task of athletic clubs. Information is also furnished on the organization of physical education, both in and out of school, in the German Federal Republic, the Netherlands, Yugoslavia and Austria. (IBE)

371.73 PHYSICAL EDUCATION

LÉON, Geneviève. *Gymnastique corrective du maintien*. Education respiratoire, redressement du dos. Paris, éd. Gilbert, s.d. 123 p., fig. — Description, based on thirty years' experience, of the series of movements to be performed in remedial gymnastics and how to ensure correct execution. These movements are intended to build up the whole muscular system and to induce satisfactory functioning. (IBE)

371.73 (493) PHYSICAL EDUCATION (BELGIUM)

PRO JUVENTUTE. *Méthode d'éducation physique*. 3^e éd. Namur, Les Editions du Soleil levant, 1955. 513 p. tabl. — Revised edition of the report by the commission on coordination of methods in physical education, appointed by "Pro Juventute". Sets out a synthetic method—taking into account Swedish, Danish, French, Finnish and other theories — for application throughout the country and aimed at assuring the physical training of the individual from childhood through adult life, allowing for the various differences of milieu. A section entitled "Textbook of Gymnastics" is reserved for description of physical training classified by types, groups, etc.; preceding it is an outline of what constitutes the method: its guiding principles, didactic findings, equipment, health, *inter alia*. (IBE)

371.732 SPORTS

GUILLEMAIN, B. *Le sport et l'éducation*. Paris, Presses universitaires de France, 1955. 116 p. (Coll. "Nouvelle encyclopédie pédagogique"). — The place of sport in a philosophy and psychology of education, and the cultural importance of sporting activities. (IBE)

371.82 THE CHILD AND THE SCHOOL — 371.237 BACKWARD SCHOLARS, FAILURES

MÜLLER-ECKARD, Hans. *Schule und Schülerschicksal*. Eine Verteidigung des Schulkindes. 2. Auflage. Göttingen, Verlag für medizinische Psychologie, 1955. 176 p. — The author defends children who are failures at school, taking a number of examples to prove that, apart from unfortunate home circumstances, the attitude and behaviour of the teachers are mainly, if not wholly, responsible for some children's educational difficulties. Teachers need to cultivate more acute psychological penetration, to show more tact and human understanding, and to increase their knowledge of the reactions and mechanism of the child's personality so as to avoid the mistakes which very often risk compromising a child's academic and professional future. (IBE)

371.86 USE OF LEISURE — 371.291 RURAL SCHOOLS — 37 P RESEARCH

MAURETTE, M. Th., GRATIOT-ALPHANDÉRY, H. et a. *Loisirs et formation culturelle de l'enfant rural*. Paris, Presses Universitaires de France, 1956. 345 p., ill., ann., phot. (Centre International de l'Enfance. Travaux et Documents — XI). Investigation by a team of psychologists and teachers of problems connected with the intellectual development and education of the child in rural surroundings. Finding a rural environment less suited than an urban one to permit of a child's optimum mental development at the present time, the authors have tried to ascertain the causes of the handicap and to suggest ways of remedying it, using twelve villages in the *département* of Seine-et-Marne as a field experiment. (IBE)

371.862 CHILDREN'S BOOKS. — 371.364 FILMS

Les livres pour enfants. "Enfance", numéro spécial. Préface d'Henri Wallon. Paris, revue "Enfance", 1956. 224 p. — Results of an inquiry into the present situation of books for children, comprising: (a) 100 interviews with writers, publishers, illustrators, editors of newspapers, literary critics and book-sellers; (b) critical studies by librarians, educationists and historians; (c) items of information on children's books in other countries; (b) news of children's films and music. (IBE)

371.862 CHILDREN'S BOOKS

PETRINI, Enzo Idee sulla letteratura educativa. Firenze, Industria tipografica fiorentina, 1956. 127 p., bibl. — History and psychological characteristics of books written for children; how they differ from adult literature; what qualifies them to have literary, as well as educational, value; types of book suitable for the various stages of mental and emotional development in children and adolescents; role of the fable or the fairy tale, books of adventure, scientific histories, narratives, children's theatres, pictures, libraries and reading-rooms for children. (IBE)

371.862 (47) CHILDREN'S BOOKS (U.S.S.R.)

Voprosy dietskoi literaturny (Questions relating to children's books). Moskva, Gossoudarstvennoe izdatel'stvo dietskoi literaturny Ministerstva prosvyecheniia RSFSR, 1955. 422 p. (House for Children's Books). — Critical analysis of the children's books in the U.S.S.R. in most demand, although published in very dissimilar countries, and of some research into children's assimilation of reading-matter. Changes that have occurred in Soviet literature since the second federal congress of writers (1955) and their repercussions on books for children. (IBE)

371.916 CRIPPLES

MALLINSON, Vernon. None can be called Deformed. Problems of the Crippled Adolescent. London. Heinemann, 1956. 214 p., app., bibl. (The Heinemann Education Series). — Study, ranging over several years, of a group of adolescents (27 boys and 9 girls) suffering from a variety of crippling defects and coming from many different social backgrounds. An analysis of some case histories and an account of experiments in the same field carried out in Belgium, France and the Netherlands. Importance of the home, school and social influence on the development of the crippled child who, in very many instances, should not be educated in specialised institutions, but alongside normal children so that he should not feel himself to be "different". (IBE)

371.94 WAIFS AND STRAYS

BUSEMANN, Adolf. Geborgenheit und Entwurzelung des jungen Menschen. Beiträge zur heilpädagogischen Aufgabe unserer Zeit. Ratingen. Aloys Henn Verlag, 1955. 115 p. — Psychic disturbances in uprooted children express the imbalance of the child's environment (family, home or country). The sense of abandonment resulting from an abnormal family situation is the worst of all. Lack of confidence finds an outlet in timidity and resignation in some, in aggression with others, while emotional, moral and social defects may occur in both these types, accompanied almost always by retarded intellectual development. Help can be given these children by fitting them into a background that is organized, harmonious and affectionate, where there is a clear-cut set of values to help them recover their emotional balance. (IBE)

371.95 SPECIALLY GIFTED CHILDREN — 371.232 METHODS OF SELECTION — 371.265 PSYCHOLOGICAL TESTS (FOR EXAMINING INTELLIGENCE)

BUSEMANN, Adolf. Höhere Begabung. Vorgesdanken zur Begabtenauslese. 2. vermehrte und verbesserte Auflage. Ratingen, Aloys Henn Verlag, 1955. 148 p., bibl. — Introduction to the problem of above-average intelligence and of selection for higher education. Description of the structure of the intelligence

according to the latest research into factorial analysis, psychology of the *Gestalt*. etc.; value and aims of secondary education from the individual psychological aspect and types of above-average intelligence; methods of determination and of selection (tests). (IBE)

372.21 (47) PRE-SCHOOL EDUCATION (U.S.S.R.) — 372.3 METHODS OF EDUCATION OF YOUNG CHILDREN

SOROKINA, A. I. *Lehrbuch der Vorschulpädagogik*. Berlin, Volk und Wissen Volkseigener Verlag, 1955. 348 p. — German translation of the work first published 1951 in Moscow under the title of "Dochkolnaia Pedagoghika". (IBE)

372.21 PRE-SCHOOL EDUCATION — 372.9 LANGUAGE EDUCATION AND EARLY TEACHING

SOURGEN, H. & LEANDRI, Fr. (Ed. by). *La section des petits*. "De la famille à l'école maternelle". Première étape : l'école maternelle. Paris, Bourrelier, 1956. 192 p., fig. (Cahiers de pédagogie moderne). — Advice and suggestions on the education of children in the infant school. Annual programme of activities, drawn up for each month according to the season, and with reference to centres of interest, including various games and educational instruction. Richly documented on infant folklore; collection of roundelays. (IBE)

372.72 NATURE OBSERVATION

PAUTARD, André (Hi-Ta). *L'éducation par la découverte de la nature*. Paris, Editions Fleurus, 1956. 277 p., fig. (Collection "Psychologie et éducation"). — Guide for the educationist (father of a family, chief scout or teacher) who seeks to open up nature's riches to the children in his charge. "Open your door, go outside and look around you!", such is the author's bidding. He is intent on revealing the infinite variety of both the world of plants and of creatures and on awakening the desire to know more about them. (IBE)

373 (42) SECONDARY EDUCATION — 378 (42) HIGHER EDUCATION — 37 G (42) YEARBOOKS (UNITED KINGDOM)

BURNET, J. F. and TAYLOR, L. W. (Ed. by). *The Public and Preparatory School Year Book 1956*. 66th ed. London, Black, 1956. 1,014 p., fig. — Official book of reference of public and preparatory schools in the United Kingdom and abroad; universities, colleges and other institutions of higher education; navy, army and R.A.F.; educational awards, miscellaneous occupations, etc. (IBE)

373.5 (438) VOCATIONAL TEACHING — 377.911 PROBLEM CHILDREN (POLAND)

LIPWOSKI, Otton. *Poradnik metodyczny dla nauczycieli przysposobienia zawodowego*. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1954. 224 p., fig. — Primarily intended for teachers in schools for difficult children, this publication contains technical information likely to be of use in preparing these children for future handicrafts and other suitable activities. (IBE)

373.54 TECHNICAL EDUCATION — 378 HIGHER EDUCATION — 37 A COMPARATIVE EDUCATION

SCHAIERER, Reinhold. *Technische Talente — Lebensfrage der Zukunft*. Dusseldorf-Köln, Eugen Diederichs Verlag, 1956. 40 p. — Problem of the technical and scientific training of the young. This study shows how more than twenty-five years ago the U.S.S.R. started to mobilise all its "technical talent" and, consequently, 60,000 engineers and 70,000 technicians now qualify yearly, whereas in the U.S.A., only 22,000 engineers are turned out annually by the universities (the figure for technicians is not available). Great Britain takes third place in the struggle for technical supremacy with 2,800 engineers and 8,000 technicians, the latter figure rising to 15,000 when the results of the five-year plan for technical education become felt. Study of the methods employed in the U.S.S.R. to enable large-scale training of professional units and an adequate supply of teachers. (IBE)

373.55 DOMESTIC SCIENCE — 374 ADULT EDUCATION

MOROT DE PAZZIS, H. et ILIOVICI, Jean (Ed. by) *L'éducation des ménagères dans le monde*. Recherches et informations. Paris, Les Editions Sociales Françaises, 1956. 207 p. — Practical achievements in the field of domestic economy in Scandinavia, Switzerland, Germany, Great Britain, the Netherlands, U.S.A. and France. An account and comparison of the various kinds of home economics institutions, research and information bodies, both private and official, with the aim of showing the importance of domestic science training in a country's economy. (IBE)

375.05 COURSES OF STUDY — 372 PRIMARY EDUCATION — 37 N INTERNATIONAL CONFERENCES

DOTTRENS, Robert. *Stage régional d'études organisé par la Commission nationale suisse pour l'Unesco, avec la collaboration de l'Unesco, pour l'amélioration des programmes scolaires dans l'enseignement du 1^{er} degré*. Genève, 3-14 avril 1956. Rapport général. 226 p., ron., tabl., bibl., app. — Origin and purpose of the seminar; general attitude to curricula in some fifteen countries; syllabuses and methods; school organization and study plans; experimental education and improvement of syllabuses, etc. Appendices contain several experts' reports on the subject of experimental education: R. Buyse, G. Mialaret and others. (IBE)

375.05 (81) COURSES OF STUDY — 37 B (81) HISTORY OF EDUCATION — 372 (81) PRIMARY EDUCATION (BRAZIL)

MOREIRA, J. Roberto. *Introdução ao estudo do currículo da escola primário*. Rio de Janeiro, Instituto nacional de Estudos pedagógicos, 1955. 218 p. (CILEME, publicação No. 7). — Analysis of the intellectual currents, together with the historical and social conditions, which have influenced the preparation of primary courses and shaped the trends of primary education in Brazil from the days of the Empire up to the present time. (IBE)

375.101 ELOCUTION — 375.461 RUDOLF STEINER SCHOOLS

STEINER, Rudolf. *Eurythmie als sichtbare Sprache*. Dornach (Switzerland), Rudolf Steiner-Nachlassverwaltung, 1955. 263 p., bibl., fig. — The standard course consisting of fifteen lectures, on eurhythmy, the new art of speech and movement which is a distinctive feature of Rudolf Steiner education and through which meaning is expressed by the whole body and not merely by the mind or tongue. (IBE)

375.13 MODERN LANGUAGES — 375.11 LANGUAGE TEACHING METHODS

ROCHE, A. *L'étude des langues vivantes et ses problèmes*. Paris, Presses Universitaires de France, 1955. 126 p. (Collection "Nouvelle Encyclopédie Pédagogique"). — Account of the difficulties met with in modern language study and the countless riches which will reward those who pursue it. This publication makes no claim to be a guide or to suggest a single method, but does put forward certain guiding principles supported by actual and detailed examples and also a different approach to the study from previous methods based primarily on theoretical grammar. (IBE)

375.132 ENGLISH

GURREY, P. *Teaching English as a Foreign Language*. London, etc., Longmans, Green & Co., 1955. p., app., bibl. — Suggestions for the teaching of English as a foreign language, based partly on the results of research carried out in the Gold Coast and on class observations, in Hungary, Finland and Norway and other countries. Appendices give practical examples. (IBE)

375.141 LATIN

PIGHI, et a. *Didattica del latino*. Saggi e conferenze. Roma, Angelo Signorelli, 1955. 211 p., bibl. — There has long been need for changes in the teaching of Latin of a nature to free it from the teaching methods of the past and bring it into line with the aims of modern education so that Latin may fulfil its role of contributing to the preservation of traditional cultural values and

training of the mind. Various classical teaching experts state their experience and point of view to assist in solution of the problem. (IBE)

375.21 PHYSICS — 375.3 MATHEMATICS

ZADOU-NAISKY, G. *Les sciences physico-mathématiques dans l'enseignement*. Paris, Presses Universitaires de France, 1954. 143 p. (Nouvelle encyclopédie pédagogique). — The author lays down principles of teaching physics and mathematics in accordance with the data furnished by child psychology and on the basis of the social role in modern science; he then proceeds to analyse principles and present practice in the teaching of these subjects and proposes changes in secondary scientific education. (IBE)

375.254 (71) PSYCHOLOGY TEACHING (CANADA)

MacLEOD, Robert B. *L'enseignement de la psychologie au Canada* (Collèges et universités). Mémoire présenté au Conseil Canadien de Recherche en Sciences Sociales. Ottawa, 1955, 70 p. — Results of an inquiry undertaken in twenty-five educational institutions on the present place of psychology in the universities, colleges and vocational schools in Canada (particularly in relation to the other social sciences), aims of psychologists at the various levels and degree of achievement. (IBE)

375.42 (71) HISTORY TEACHING — 37 N (71) CONFERENCES (CANADA)

L'ASSOCIATION CANADIENNE DES ÉDUCATEURS DE LANGUE FRANÇAISE. *Compte rendu du Septième Congrès*, tenu à Edmundston, N.B., les 6, 7, 8 et 9 août 1955. Québec, Editions L'A.C.E.L.F. (1956). 109 p. — Congress documents; the subject for discussion was: History, school for culture and training. (IBE)

375.75 MUSIC

RAINBOW, Bernarr. *Music in the Classroom*. London, Heinemann, 1956. 119 p., fig., app., bibl. — Practical suggestions and teaching advice for teachers responsible for music education in primary and secondary schools, dealing with such subjects as musical equipment, choral music, musical notation, etc. Reports on musical education in England, France and Switzerland are given in appendix. (IBE)

375.9 TECHNIQUES TAUGHT AT SCHOOL — 375.2 NATURAL SCIENCE

SEIFFERT, Richard. *Arbeitskunde als Bildungsmittel zu Arbeitsinn und Arbeitsgemeinschaft*. 12. neubearbeitete Auflage herausgegeben von Franz Pasternak. Worms, Ernst Wunderlich, 1954. 322 p., bibl. — Twelfth revised edition of a teaching system which the author calls "work study", aimed at acquainting children in the upper primary schools with the various aspects of human work and technology, together with the physical and technical bases of this work. (IBE)

375.91 (438) HANDICRAFTS (POLAND)

LIPKOWSKI, Otton. *Poradnik metodyczny dla nauczycieli przysposobienia zawodowego* (Methodology guide for teachers in vocational schools). Warszawa, Państwowe zakłady wydawnictw szkolnych, 1954, 224 p., fig., bibl. — General survey of the organization of handicrafts in the various classes, allowing for the different subjects taught: bookbinding, carpentry, metalwork, glassmaking, shoemaking, dressmaking, etc. (IBE)

375.94 MANAGEMENT

NEWMAN, Harry & SIDNEY, D. M. *Teaching Management*. A practical handbook with special reference to the case study method. London, Routledge & Kegan Paul, 1955. 274 & XXVI p. — Problems raised in teaching questions of organization and administration in the companies which are included in the syllabuses of higher education establishments, technical colleges, industrial courses, etc. Methods, syllabuses and examinations on this subject. Stress is laid primarily on the value of the case study approach. (IBE)

376.7 ADOLESCENCE — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

GRUBER, Alois. *Jugend im Ringen und Reifen*. Wien, Herder, 1956. 330 p., bibl. (13 p.). — General study of the psychological factors influencing the development of youth today and, primarily, their sexual and religious development, based on research in this field in German-speaking countries and on numerous private diaries kept by adolescents. A second volume will analyse how social forces affect the development of young people. (IBE)

377.1 RELIGIOUS EDUCATION — 372.32 MONTESSORI METHOD

MONTESSORI, Maria. *L'éducation religieuse*. La vie en Jésus-Christ. Traduit de l'italien par Georgette J. J. Bernard et Anne-Marie Bernard. Bruges, Desclée de Brouwer & C^{ie}, 1956. 207 p., fig., pl. — Dr. Montessori, by using an appropriate liturgy, has sought to bring the riches of the Catholic education within reach of the child, on the foundation of its own psychology. Her method seemingly finds a particularly favourable field of experiment in thus leading the child to a better understanding of religious truths. (IBE)

377.1 RELIGIOUS EDUCATION

PRESCOTT, D. M. (Ed. by). *The Senior Teacher's Assembly Book*. London, Blandford Press (1955). 191 p. bibl. — Compilation of suitable material for use in daily senior school assemblies : opening and closing sentences, prayers, readings, great sayings, creeds and responses, true stories, themes for silent thought, etc. (I.B.E.)

377.2 MORAL EDUCATION

BARBEY, Léon. *Billets aux éducateurs*. Lyon et Paris. Emmanuel Vitte, 1956. 263 p. (Collection Animus et Anima). — In the form of vivid short stories, all based on actual experience and showing how the child reacts inwardly to adult action (whether educational or not), a number of problems are considered : authority, love, awareness, understanding, educational attitudes, joint responsibility of parents and schools, moral and social consciousness, Catholic religious education, the child's standpoint towards certain of life's difficulties. (IBE)

377.2 MORAL EDUCATION — 371.025 EDUCATIONAL PREPARATION OF PARENTS

FOURNIER, Annie. *Nos enfants parmi les hommes*. Genève-Paris, Editions Jeheber, 1956. 126 p. — At each stage of the child's development, the parents are confronted with a different personality, with new demands. By allowing him to live out his age, they are helping him to full development. After a brief analysis of each "crisis", the author condemns instability as the problem of the century and one of the gravest problems before the educationist. He stresses the essential role of parents and how, effective and watchful, their presence must give the child that feeling of security which is indispensable for his harmonious development. (IBE)

377.255 SEXUAL EDUCATION — 372.3 CHARACTERISTIC METHODS OF EDUCATION IN THE LOWER GRADES

MONTREUIL-STRAUS, G. et MARTY, A. E. *Maman, dis-moi...* Neuchâtel et Paris, Delachaux et Niestlé S. A. (1955). 35 p., ill. — Set out as an album, this little introductory essay in sexual education teaches the child to understand the mystery of birth by the use of simple examples from animal life. (IBE)

377.32 (44) SCHOOL CO-OPERATIVE SOCIETIES (FRANCE)

FRANCE. OFFICE CENTRAL DE LA COOPÉRATION A L'ÉCOLE. *Guide officiel de la coopération scolaire*. Paris, Musée pédagogique, 1955. 285 p., bibl. — Problems relating to school co-operative societies in France : co-operative life and both education and teaching ; situation in the rural school, with several classes and at all stages ; liaisons with environments out of school ; the central office, etc. General, practical information, a bibliography, lists of addresses and reviews which deal with matters of school co-operative societies, together with

estimates by heads of primary, secondary and technical teaching, complete this guide. (IBE)

377.342 (82) DEMOCRATIC EDUCATION

REPÚBLICA ARGENTINA. MINISTERIO DE EDUCACIÓN Y JUSTICIA. *Programas de educación democrática para los ciclos de enseñanza primaria, secundaria, normal, especial, superior y técnica*. Buenos Aires, Ministerio de Educación y Justicia, 1956. 122 p. — Documentation on the introduction of "democratic teaching" in establishments of various grades in the Argentine Republic: text of legislation, syllabuses and instructions for their use, talks on the radio by members of the commission appointed to draw up syllabuses, with press reactions, etc. (IBE)

377.4 (42) ARTISTIC EDUCATION

DRIVER, Ann and RAMIREZ, Rosalind, with drawings and paintings by Isabel and John MORTON-SALE. *Something Particular*. London, Hodder and Stoughton (1955). 172 p. — Beautifully illustrated and presented, this book tells the story of a venture, begun in 1949, in mime, music and dance, carried out with a small group of children between the ages of five and eleven, under the guidance of a royal tutor and a musician and broadcaster already well known for her aesthetic work with children. It describes fully not only how the children, some of them very shy and awkward at first, were gradually led to express themselves freely and spontaneously, but it also reproduces the scripts of all the mimes and the music used. (IBE)

377.4 ARTISTIC EDUCATION — 398 FOLKLORE

LEMIT, William. *Le folklore et nous*. Paris, CEMEA, Editions du Scarabée (1956). 63 p. — Collection of four articles entitled: I. Folklore; II. Popular; III. Ancient; IV. Local. Definition and limitations of folklore as a medium of expression employed in modern education. (IBE)

377.9 GUIDANCE — 371.196 SCHOOL PSYCHOLOGISTS

HAHN, Milton E. and MACLEAN, Malcolm S. *Counseling Psychology*. 2nd ed. New York, London, etc., McGraw-Hill Book Co., 1955. 302 p., bibl. — Basic theories and concepts of clinical counseling, description of the knowledge and skills essential to sound counseling practice; training of the counselor, principles and ethical code of the profession, nature of educational and vocational problems, tools and techniques of the counselor, aptitudes and achievements, etc. Tabular comparisons are given between the training of the counseling psychologist, the psychotherapist, psychiatrist and social case worker. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID — 377.255 SEXUAL EDUCATION

DAUPHIN, Andrée. *Les troubles sexuels des adolescents*. Notions médico-psychologiques à l'usage des parents et des éducateurs (Paris), Nérét (1956). 75 p. — Review of sexual troubles in the adolescent, based on study of the young child's emotions. The work shows how emotional evolution is bound up with the maturing nervous system, the child's growth and the conditions of his upbringing, not forgetting hereditary and congenital factors. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

JOSEPH, Harry and ZERN, Gordon. *Der Erziehungsberater*. Die Behebung von Erziehungsschwierigkeiten. Zürich, Schweizer Spiegel Verlag, 1956. 271 p. — Abridged German translation by Elisabeth Muller of the American publication "The Emotional Problems of Children, A Guide for Parents". (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID — 371.02 EDUCATION IN THE HOME

ROUSSEAU, Yvonne. *Les troubles de l'instinct maternel*. Neuchâtel et Paris, Delachaux & Niestlé, 1955. 194 p. — Evolution of the maternal instinct in the normal woman; repressions and disturbances of the maternal instinct; disastrous consequences of these disturbances for the harmonious development of children brought up by such mothers. (IBE)

377.911 PROBLEM CHILDREN — 371.303 PLAY IN EDUCATION — 372.9
LANGUAGE EDUCATION

BRAUNER, A. *Pour en faire des hommes. Etude sur le jeu et le langage chez les enfants "inadaptés sociaux"*. Paris, S.A.B.R.I., 1956, 184 p. — Account of an "educational adventure" in which, while seeking the causes of incapacity in both games and school work of problem children, the author sets out to discover the motives for this grave social failure. The first part of the book stresses the major importance of games in education and the second the decisive role played by the level of development reached in language. Most frequently it is ignorance of the mother tongue, vital for thought, which forms the main obstacle to achieving a life of greater harmony. Teachers, therefore, are called upon to aid in overcoming this ignorance and they must, accordingly, be trained for the difficult, and often thankless, task of readapting difficult children to school life and their status in the community. (IBE)

377.911 PROBLEM CHILDREN

L'enfant. — Ses complexés. — Leur guérison. Avignon, Edouard Aubanel, éditeur, 1965. — Vol. 6 (H. Tomae et S. Tittmann). *Petits gourmands, petits voleurs.* — Vol. 7 (W. Hemsing). *Comment manier les enfants espiègles.* — Vol. 8 (L. Saatmann). *L'enfant difficile guérit par le jeu.* Vol. 9 (C. Seelmann). *Comment préparer les écoliers à la vie.* — Vol. 10 (E. Hermann). *L'enfant unique.* — Vol. 11 (L. Saatmann). *Laissons jouer les enfants.* — Vol. 12 (A. Baumann). *Notre enfant est dur d'oreille.* — Vol. 13 (L. Keppler). *Aimez vos enfants tels qu'ils sont.* — Vol. 14 (F. Tonne). *Mauvaise tenue et infirmités chez l'enfant.* — Vol. 15 (A. Gugler). *La crise de l'adolescence.* — Vol. 16 (H. Grupe). *L'enfant devant la nature.* — Vol. 17 (H.-J. Thilo). *Quand les frères et sœurs se disputent.* — Vol. 18 (W. Arnold). *Votre fils, votre fille devant le choix d'un métier.* — Vol. 19 (W. Hemsing). *L'enfant qui ne réussit pas à l'école.* — Vol. 20 (P. Schneider). *L'enfant qui bégaye.* Vol. 21 (J. Spieler). *Fortifiez la volonté de votre enfant.* — Vol. 22 (Ch. Hermann). *Votre fille à l'âge ingrat.* — Vol. 23 (V. Boltz). *Le problème des jumeaux.* (IBE)

377.922 (45) EDUCATIONAL GUIDANCE — 378 (45) HIGHER EDUCATION (ITALY)

FALORNI, M. L. (Ed. by) *Orientamenti verso la vita universitaria.* Esperienze del Consultorio Universitario per l'Orientamento Professionale dell'Università di Firenze. Firenze, Centro didattico nazionale di studi e documentazione (1956). 137 p. (Il Centro, no. 9). — Research having shown how haphazard in the majority of cases is the choice of a liberal profession, the C.U.O.P. (university vocational guidance consultation) organized a series of lectures, now published, in which professors at the University of Florence described the teaching in the various faculties, post-graduate facilities, aptitudes and requirements for the various courses and professions, some of the difficulties to be expected, etc. (IBE)

377.94 VOCATIONAL GUIDANCE

GEMELLI, Agustin, Fr. *La orientación profesional.* Madrid, Razón y Fe, S. A., 1956, 238 p., bibl. — Work translated by J. Fábregas Cami, in which Professor Gemelli, rector of the Catholic University of Milan, defines the various functions and aspects of vocational guidance and the task of those who undertake it. He also deals with the major problem of aptitudes and their diagnosis, considers the question of tastes and natural bents as the basis of all guidance and how these may be discerned, and mentions the problem of evaluating the school child with a view to vocational guidance. Examples of medical and school forms used in vocational guidance. (IBE)

377.94 VOCATIONAL GUIDANCE

KURZ-BEITEL, Leopoldine (Ed. by). *Mehr als 200 Berufe zur Wahl!* Ein berufskundliches Nachschlagebuch. Wien, Eugen Ketterl, s.d. 304 p., fig. (Schule und Beruf, Heft 70/88). — Collection of vocational monographs used by children in the upper classes of schools, by their parents and teachers. Each monograph gives a description of the occupation, its field of application, possibilities

of advancement and promotion. Mention of over 200 occupations where apprenticeship is controlled. Omitted are the technical, artistic, social and educational occupations, work in postal and railway administration and all unskilled work. (IBE)

377.94 VOCATIONAL GUIDANCE

TOURVILLE, Bernard. *Le choix des avenir*. Paris, Ed. Denoël, 1956. 190 p. (Les grands problèmes de la vie). — Vocational guidance centres must help young people to realize their aptitudes and individual needs, and to find a suitable occupation which also meets a demand in the community and offers scope. After an outline of the problem, information is given on the major liberal professions, administrative, technical and business occupations, careers for women and the most important feminine vocations. (IBE)

377.94 (46) VOCATIONAL GUIDANCE (SPAIN)

Carreras técnicas y universitarias. Ingreso, plan de estudios, información y orientaciones. Séptima edición. Madrid, Ediciones politécnicas, 1956. 172 p. — Guide to university and technical careers, including most recent legal provisions on secondary and vocational education, information on entrance requirements to vocational schools and faculties, courses of study and other useful facts. (IBE)

378 HIGHER EDUCATION — 37 N INTERNATIONAL CONFERENCES

Rapport de la Conférence de recteurs et vice-chanceliers d'universités européennes, réunie à Cambridge du 20 au 27 juillet 1955 sous les auspices de l'Union de l'Europe occidentale. Londres, 1955. 198 p., app. — Speeches on the general subject "Universities in the Modern World"; work of the four Conference working parties; resolutions adopted at the plenary sessions. (IBE)

378.28 (73) UNIVERSITY EXCHANGES (UNITED STATES)

DU BOIS, Cora. *Foreign Students and Higher Education in the United States*. Washington, D.C., American Council on Education, 1956. 221 p. app. — An analysis of the status, potentialities, and problems of international educational exchange. I. Brief and generalized presentation of the contemporary trends with respect to study abroad. II. Some psychological and sociological factors that affect foreign students from the time they plan their foreign study sojourn until they return home. III. The role that American educational institutions can, or do, play with respect to foreign students. (IBE)

378.8 (42) UNIVERSITY LIFE (UNITED KINGDOM)

LINDSAY, J. (Collected by). *A Cambridge Scrapbook*. Cambridge, W. Heffer & Sons, Ltd., 1955. 147 p. — A picture of life in Cambridge before 1939, containing portraits of university characters, old jokes, odd scraps of information about university ceremonial and college heraldry, etc. (IBE)

378.9 (46) UNIVERSITY FOUNDATIONS — 371.011 (46) BOARDING SCHOOLS (SPAIN)

Ideales y espíritu del Colegio mayor universitario de San Pablo. Madrid, Colegio Mayor universitario de San Pablo, 1956. 78 p. — Collected papers on the ideals and spirit which should inspire the activities of the university hall of residence for students, "San Pablo", in Madrid. (IBE)

379 SCHOOL ADMINISTRATION — 379.5 SCHOOLS AND THE PUBLIC, SCHOOL POLITICS

WEBER, C. A. and WEBER, Mary E. *Fundamentals of Educational Leadership*. New York, London, etc., McGraw-Hill Book Co., 1955, 279 p. bibl. (26 p.). — Educational leadership trends concern not merely members of boards of education and principals, but the entire community and parents in particular. This volume reveals political principles and plans of action likely to be most effective for developing a better and more acceptable programme of public education in a nation devoted to democratic ideals. Three major factors condition

leadership : the personality of the individual, a given situation and the nature of the group concerned. Effective leadership is characterised by a grasp of the values and democratic forces at stake, by loyal commitment to the cause of democracy, and by intelligent decision as to order of attack on the problems to be solved. (IBE)

379.4 MONOPOLY OR FREEDOM IN EDUCATION

SUENENS, Léon Joseph. *La question scolaire*. En marge de quelques écrits récents. Bruges, Desclée de Brouwer, 1956. 90 p. — The author aims at showing how far the question of schooling is a problem of conscience and a religious one. Two conceptions of life are raised and come into conflict, each deserving of respect. The work defends not merely Catholic education but the practice itself of freedom in education, confronted by growing State intervention in matters of educational policy. (IBE)

379.65 SCHOLARSHIPS — 379.821 STUDY ABROAD

UNESCO. *Study Abroad — Etudes à l'étranger — Estudios en el extranjero*. VIII. 1956-1957. Paris, Unesco, 1956. 719 p. ind. tabl. — This international handbook of research fellowships and scholarships abroad contains information on 74,000 scholarships and fellowships offered by governments, universities, foundations and various organizations in over a hundred countries and territories. Supplementary statistical tables furnish data on : (1) foreign students enrolled in universities and other institutions of higher education for the academic year 1954-1955 ; (2) foreign students by country of origin in seventeen countries ; (3) number of students by fields of study in nineteen countries ; (4) male and female foreign students by fields of study in thirteen countries ; (5) principal donors of fellowships offered ; (6) principal countries to which fellowships were offered ; (7) principal countries of study for which fellowships were offered ; (8) fields of study in which fellowships were offered. (IBE)

379.8 (45) SCHOOL POLITICS AND STATE PROBLEMS (ITALY)

FERRETTI, Giovanni. *Scuola e democrazia*. Giulio Einaudi, editore, 1956. 207 p. bibl. — A posthumous collection of lifetime writings in which Giovanni Ferretti called the attention of those responsible to the need for safeguarding the school against political influences and fluctuations. (IBE)

379.81 (861) THE SCHOOL AND POLITICS (ECUADOR)

CHÁVEZ, Ligdano. *Educación y nacionalidad*. Ensayos pedagógicos. Quito (Ecuador), Casa de la Cultura ecuatoriana, 1952. 144 p., fig. — Prize-winning work in an open competition on the subject of "The contribution of the Ecuadorian primary school to the formation of nationality". Criticism of factors which have prevented the school from influencing national thinking, and measures recommended to achieve this in the schools of the future. (IBE)

379.821 (73) STUDY ABROAD — 378.4 (73) AMERICAN COLLEGES (U.S.A.)

CIESLAK, Edward Charnwood. *The Foreign Student in American Colleges*. A survey and evaluation of administrative problems and practices. Detroit, Wayne University Press, 1955. 175 p., bibl. — Study, based on statistical data yielded by a large-scale inquiry, of the administrative problems raised by the influx of foreign students into American university colleges : questions of selection and admission, evaluation, guidance, housing, etc. (IBE)

379.91 (42) LEGISLATION (ENGLAND)

DENT, H. C. *The Education Act, 1944*. Provisions, regulations, circulars, later acts, 5th ed. London, University of London Press, 1955. 139 p., app. — Survey of the principal provisions of the Education Act of 1944 ; possibilities and difficulties ; changes made by the Education Act of 1946, miscellaneous provisions and regulations issued between 1948 and 1953 ; annotated list of the more important Regulations and Circulars issued by the Minister of Education between 1944 and 1954 ; brief summary of the Education (Scotland) Act of 1945. (IBE)

379.91 (43) LEGISLATION (GERMANY)

HEILMANN, Friedrich, BIRNBAUM, Horst (Ed. by). *Gesetze und Verordnungen für die Schule der Deutschen Demokratischen Republik*. Berlin, Volk und Wissen volkseigener Verlag, 1955. 184 p., app. — Collection of acts and decrees regulating public education in Eastern Germany since the constitution of the German Democratic Republic in 1949. The legal provisions are grouped under the following headings: The school in the German Democratic Republic and the principles of democratic education of the young; compulsory education and development of children at school; organization of school life and measures aimed at the improvement of school and educational work; the home and the school; collaboration by the school with the democratic youth organizations; education outside the school; the teacher, his legal status, how he may advance and develop in the community; protection of work. (IBE)

379.91 (43) LEGISLATION (GERMANY)

STEINHAEUER, Georg. (Ed.). *Erstes Gesetz zur Ordnung des Schulwesens im Lande Nordrhein-Westfalen vom 8. April 1952, in Frage und Antwort*. Köln, Bischöfliche Arbeitsstelle für Schule und Erziehung, s.d. 197 p. — Commentary, in question and answer form, on the education act promulgated in 1952 by the province of North Rhine-Westphalia, noteworthy for its provision for primary denominational, secular and communal schools. (IBE)

379.91 (45) LEGISLATION, SCOLAIRE — 373 (45) SECONDARY EDUCATION (ITALY)

GIANNARELLI, Roberto. *Compendio di legge e regolamenti sull'istruzione secondaria, coordinati e commentati*. (Istruzione media, classica, scientifica, magistrale, tecnica, professionale e avviamento), Sesta edizione aggiornata e ampliata. Firenze, Le Monnier, 1956. 711 p., pl. ind. — Collection of Italian legal provisions recently published on secondary education, previous legislation being only included in so far as it may be useful for reference. Texts are arranged by subjects, not chronologically, on such matters as: central administration; administrative and teaching organization; pupils, examinations, schooling; principals and teaching staff; technical and administrative staff; organization and equipment; private secondary education; physical education in secondary education. Comments. (IBE)

379.91 (45) LEGISLATION — 372 (45) PRIMARY EDUCATION (ITALY)

MORO, Renato. *Legislazione della scuola elementare e ordinamento dello Stato italiano*. Ad uso dei maestri partecipanti ai concorsi magistrali e secondo i programmi approvati con D.M. 22 aprile 1952. Roma, Angelo Signorelli, 1953. 96 p. — Presents legislative provisions now in force, together with those superseded, dealing with central and local administration, primary school organization, (both administrative and educational), school building and equipment, teachers' status, the inner life of the school, school assistance and welfare. Part two of the volume contains a précis of the organization of the Italian State. (IBE)

379.91 (46) LEGISLATION (SPAIN)

LEÓN OSÉS, Higinio. *Guión de disposiciones legales orgánicas vigentes*. Madrid, Ministerio de Educación Nacional, 1955. 376 p. — Index of legal provisions on education in force in Spain. (IBE)

131 PSYCHOANALYSIS

FREUD, Anna. *Einführung in die Psychoanalyse für Pädagogen*. Bern, Verlag Hans Huber, 1956. 3^e éd. 99 p. ("Bücher des Werdenden", 2. Reihe, Band V.) — New edition of the "Introduction to psychoanalysis for teachers" — classic work publishing the four lectures given by the author to teachers in Vienna in 1929 which gave a successful stimulus to cooperation between psychoanalysis and education — with the addition of three new chapters: (1) influence of physical disease on the child's emotions; (2) some notes on the observation of breast-fed infants; (3) relations between aggressivity and normal and pathological emotional development. (IBE)

136.7 CHILD PSYCHOLOGY

DEBESSE, Maurice et A. **Psychologie de l'Enfant**. De la naissance à l'adolescence. Paris, Bourrelrier, 1956. 268 p. (Cahiers de Pédagogie moderne). — General picture of the child's psychological development more particularly in the nursery and school periods : (a) genetic psychology, which describes the development and evolution of the child from birth to adolescence ; (b) functional psychology, which analyses certain aspects of mental life and conduct ; (c) differential psychology, which treats of psychic variations due to character, sex and environment. Stress is laid on the psychological data applied to present-day education. (IBE)

136.7 CHILD PSYCHOLOGY — 615.851 PSYCHOTHERAPY

HAMILTON, A. E. **Psychology and "The Great God Fun"**. Nineteen informal studies of learning and growing with young people in psychotherapy and education. New York, The Julian Press, Inc., 1955. 190 p. — A thoroughly enjoyable book demonstrating from actual experience in living and working with young children over a long period of years how appreciative perception or understanding by grown-ups combined with humour can help to solve many psychological problems. (IBE)

136.7 CHILD PSYCHOLOGY

JACQUIN, Guy. **Grandes lignes de la psychologie de l'enfant**. Paris, Editions Fleurus (1955). 172 p. (Collection "Psychologie et éducation"). — Third edition of this psychology textbook for educationists. (See Bull. No. 93), first published in 1949. (IBE)

136.7 CHILD PSYCHOLOGY — 370.45 BIOLOGY AND EDUCATION — 371.461 RUDOLF STEINER SCHOOLS

LAUER, Hans Erhard. **Die zwölf Sinne des Menschen**. Umriss einer neuen, vollständigen und systematischen Sinneslehre auf Grundlage der Geistesforschung Rudolf Steiners. Basel, R. G. Zbinden & Co., 1953, 192 p. bibl. — A detailed presentation of Rudolf Steiner's research on the human sensory system, with special reference to child development : introduction ; the senses of man ; the twelve senses ; the lower senses ; the intermediary senses ; the upper senses. (IBE)

136.7 CHILD PSYCHOLOGY

MALRIEU, Philippe. **La vie affective de l'enfant**. Paris, Ed. du Scarabée. 1956. 147 p. (Coll. "A la découverte de l'enfant"). — The whole life of the emotions is presented as an entity which gradually evolves by contact with the environment, the social and particularly the cultural life, all these elements being essential to its constitution and development. Amongst the basic mechanisms of the child's emotions, joy is of capital importance. Attitudes and feelings, the child's first emotions, the imposition of social and intellectual discipline on the personality, and the emotional origins of character are examined from the dual standpoint of the educationist and the psychologist. (IBE)

136.7 CHILD PSYCHOLOGY

ASSOCIATION DE PSYCHOLOGIE SCIENTIFIQUE DE LANGUE FRANÇAISE. **Le problème des stades en psychologie de l'enfant**. Paris, Presses Universitaires de France, 1956, 162 p. — Work of the Symposium (Geneva 1955) which studied stages of development in the child and adolescent. Reports submitted by J. M. Tanner (Theory of the physiological stage), R. de Saussure (Stages in the child's emotional development), H. Wallon (Personality stages in the child), J. Piaget (Stages in the intellectual development of the child and adolescent), P. A. Osterrieth (Stages in development according to other schools of psychology). Research submitted to this meeting by A. Rey (Interchange of data collected on the representative plan) and B. Inhelder (From the perceptive formation to the operative structure). (IBE)

136.7 CHILD PSYCHOLOGY

VALENTINE, C. W. *The Normal Child and Some of his Abnormalities*. A general introduction to the psychology of childhood. Harmondsworth, Middlesex, Penguin Books, 1956. 291 p., bibl. — Introduction to child psychology written for parents and educationists. The author emphasises the individual differences which normally exist between one child and another, and refutes what are often considered signs of abnormality. The vocabulary is suitable for the general reader. (IBE)

137 CHARACTER STUDY

OPPENHEIM, Erich A. *Charakterkunde von A bis Z*. Allgemeinverständliche Darstellung der Charaktereigenschaften. Bern, Hans Huber, 1955. 197 p. — Dictionary of terms used in character description, carefully defined by the author and clearly distinguished from similar terms. In simple language, the definitions are understandable to all who seek guidance as to the exact meaning of adjectives currently in use, and especially in character study. (IBE)

15 PSYCHOLOGY

DUMAS, Georges. *Nuevo tratado de psicología*. Tomo VI. Las funciones sistematizadas de la vida afectiva y de la vida activa. Buenos Aires, Kapelusz, 1956. 694 p., fig., ind. — Spanish translation of the sixth volume of the "Nouveau traité de psychologie" by Dumas, dealing with the systematic functions of the emotional life, with contributions by Messrs. G. Belot, Ch. Blondel, F. Challaye, G. Davy, H. Delacroix, L. Dugas, D. Lagache, H. Langier and W. Liberson. (IBE)

15 PSYCHOLOGY

Filosofskie zapiski. Tome V. Moskva-Leningrad, Izdatel'stvo Akademiï nauk RSFSR, 1950, 176 p. (Institute of Philosophy). — Fifth volume of the "Philosophical Papers", containing a criticism of the ideas of Lévy-Bruhl, an apologia for the opinions of Lenin on psychology, a psychological synthesis of the ideas of Hertz, etc., together with references to the most representative materialists and some of their opponents. The questions of psycho-physiology and the theory of reverberation give rise to a number of quotations and bibliographical references. (IBE)

15 PSYCHOLOGY

MAIOROV, F. P. *Istoriia ouchieniiia ob ouslovnykh reflexakh*. Moskva, Izdatel'stvo Akademiï nauk RSFSR, 1954. 2nd ed., 368 p., fig., bibl. (Pavlov Institute of Physiology. Science Academy of the U.S.S.R.) — History of the doctrine of conditioned reflexes and the evolution of Pavlov's ideas on cerebral activity. Second edition, taking into account criticism of the first, gives more place to the continuity of materialist thought and its ideological influence upon Pavlov. (IBE)

15 PSYCHOLOGY

PEREZ ENCISO, Guillermo. *Elementos de psicología*. Vol. II. Caracas, Ediciones del Instituto pedagógico, 1955. 468 p., bibl. — Second volume of a psychological treatise written for students at the Caracas Educational Institute, which trains secondary teachers and staff for training colleges in Venezuela. (IBE)

15 PSYCHOLOGY

SMIRNOV, A. A. *Psikhologhiia zapominaniia*. Moskva-Leningrad, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1948. 327 p., bibl., tabl. (Institute of Psychology). — Psychology of voluntary memorization and spontaneous memory, with their reciprocal relations; role of understanding in the phenomena of memorization, analysis of concomitant psychic activities (groups of ideas, guiding signs, relationships, resemblances, etc.); role of repetition. (IBE)

15 PSYCHOLOGY

ZAPOROGETS, A. V. **Psikhologhiia**. Moskva, Gossoudarstviennoe Outchiebno pedagoghitcheskoie izdatielstvo Ministierstva prosviechtcheniia RSFSR, 1955. 191 p. — Handbook of psychology for future teachers of nursery-infant schools. According to the author, observations on the psychology of an individual ought to be taken from nature, for experiences resulting from the customary activity of the subject can only furnish an index to guidance. (IBE)

15 PSYCHOLOGY

ZUBEK, John P. and SOLBERG, P. A. **Human Development**. New York, London, etc., McGraw-Hill Book Company, 1954. 476 p., fig., bibl. (31 p.). — Attempt at synthesis of studies so far published in the field of the social, biological and medical sciences on the physical and psychological changes occurring in the embryonic period, in childhood, adolescence and old age. Traces the course of development of the basic processes, on the one hand, in animals ranging from the single-celled organisms to man; and, on the other, in man, from conception to old age: genetic foundations of behaviour, neural, glandular, physical, motor, sensory, intellectual, emotional and social development, learning process, interests, beliefs, values and attitudes, personality. (IBE)

362 (42) SOCIAL WORK — 371.31 (42) GROUP WORK (ENGLAND)

KUENSTLER, Peter (ed. by). **Social Group Work in Great Britain**. London, Faber & Faber (1954). A collection of essays written by a group of social workers and teachers of social work examining various aspects of social group work in Great Britain: definition, historical development, group work with children, group work with adolescents, Church, settlement and community centre, adult groups, dynamics of group work, conclusions. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

Inquiry on the Expansion of School Building. — The Bureau is proceeding with the analysis of the replies received from the Ministries of Education of the following countries : Afghanistan, Belgium, Brazil, Bulgaria, Byelorussia, Cambodia, Ceylon, Colombia, Costa Rica, Czechoslovakia, Denmark, Ecuador, Finland, German Federal Republic, Guatemala, Haiti, Iceland, India, Iran, Ireland, Israel, Italy, Japan, Jordan, Korea, Lebanon, Liberia, Monaco, Norway, Pakistan, Peru, Poland, Portugal, Rumania, Salvador, Sweden, Syria, Union of Burma, Union of South Africa, Union of Soviet Socialist Republics, United Kingdom, United States, Venezuela, Vietnam, Yugoslavia.

Inquiry on the Training of Primary Teacher Training Staffs. — The Bureau is proceeding with the analysis of the replies received from the Ministries of the following countries : Afghanistan, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Ceylon, Colombia, Costa Rica, Cuba, Czechoslovakia, Ecuador, Egypt, Finland, France, German Federal Republic, Greece, Guatemala, Haiti, Honduras, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Korea, Laos, Luxembourg, Mexico, Monaco, Netherlands, New Zealand, Nicaragua, Norway, Pakistan, Panama, Philippines, Poland, Portugal, Rumania, Salvador, Sweden, Syria, Thailand, Turkey, Union of South Africa, Union of Soviet Socialist Republics, United Kingdom, United States, Uruguay, Venezuela, Vietnam, Yugoslavia.

INFORMATION DIVISION

International Educational Library. — Books received during the fourth quarter of 1956 : books on psychology, education, school legislation and organization, 832 ; school textbooks, 654 ; children's books, 407 ; total, 1,893. During the year 1956, the library received a total of 8,287 volumes : 2,730 books on psychology, education, school legislation and organization, 4,060 school textbooks, and 1,497 children's books.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . . Out of print
2. La Paix par l'École. P. Bovet. Work of the International Conference at Prague . . . Fr. 2.—
3. Education, Travail et Paix. Albert Thomas . . . Out of print
4. L'Education et la Paix. Bibliographie . . . Out of print
5. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg . . . Out of print
6. Correspondances interscolaires. P. Bovet . . . Out of print
7. The Co-operation of School and Home. In French and German. Out of print
8. In English and Spanish. Fr. 0.60
9. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours Out of print
10. Troisième cours Out of print
11. Quatrième cours Out of print
12. Cinquième cours Out of print
13. Children's Books and International Goodwill. 2nd Ed. In French and English Fr. 5.50
14. L'enseignement de l'Histoire du Travail. Fernand Maurette Out of print
15. L'Education en Pologne Out of print
16. Quelques méthodes pour le choix des livres des Bibliothèques scolaires Out of print
17. Some Methods employed in the Choice of Books for School Libraries Out of print
18. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu Out of print
19. Le Bureau international d'Education (illustrated) Out of print
20. Plan de classification de la documentation pédagogique pour l'usage courant. Fr. 1.50
21. 18 a. Plan for the Classification of Educational Documents Fr. 1.50
22. La Préparation à l'Education familiale Fr. 3.50
23. Le Bureau international d'Education en 1930-1931 Fr. 2.50
24. Le Bureau international d'Education en 1931-1932 Fr. 2.50
25. La Paix et l'Education. Dr. Maria Montessori Fr. 1.50
26. Peace and Education. Dr. Maria Montessori Fr. 1.50
27. L'Organisation de l'Instruction publique dans 53 pays (with diagrams). Fr. 11.—
28. L'Instruction publique en Egypte Fr. 1.50
29. L'Instruction publique en Estonie Fr. 1.50
30. Annuaire international de l'Education et de l'Enseignement 1933 Out of print
31. La coordination dans le domaine de la littérature enfantine Fr. 1.50
32. La situation de la femme mariée dans l'enseignement Out of print
33. Travail et congés scolaires Fr. 3.50
34. Le Bureau international d'Education en 1932-1933 Fr. 2.50
35. Les économies dans le domaine de l'Instruction publique Fr.
36. La scolarité obligatoire et sa prolongation Out of
37. L'admission aux écoles secondaires Out of
38. Annuaire international de l'Education et de l'Enseignement 1934 Fr.
39. La réforme scolaire polonaise Out of
40. 36bis. Le Bureau international d'Education en 1933-1934 Fr.
41. 37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Out of
42. 38. Le self-government à l'école Fr.
43. 39. Le travail par équipes à l'école Out of
44. 40. La formation professionnelle du personnel enseignant secondaire Out of
45. 41. Les Conseils de l'Instruction publique Fr.
46. 42. La formation professionnelle du personnel enseignant primaire Out of
47. 43. Annuaire international de l'Education et de l'Enseignement 1935 Out of
48. 44. Le Bureau international d'Education en 1934-1935 Fr.
49. 45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Fr.
50. 46. Les périodiques pour la jeunesse. Out of
51. 47. La législation régissant les constructions scolaires Out of
52. 48. L'organisation de l'enseignement rural Out of
53. 49. L'organisation de l'enseignement spécial Fr.
54. 50. Annuaire international de l'Education et de l'Enseignement 1936 Out of
55. 51. Le Bureau international d'Education en 1935-1936 Fr.
56. 52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Fr.
57. 53. L'enseignement de la psychologie dans la préparation des maîtres. Out of
58. 54. L'enseignement des langues vivantes Out of
59. 55. L'inspection de l'enseignement Out of
60. 56. Annuaire international de l'Education et de l'Enseignement 1937 Out of
61. 57. Le Bureau international d'Education en 1936-1937 Fr.
62. 58. VI^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Out of
63. 59. Elaboration, utilisation et choix des manuels scolaires. Out of
64. 60. L'enseignement des langues anciennes Fr.
65. 61. La rétribution du personnel enseignant primaire Fr.
66. 62. Annuaire international de l'Education et de l'Enseignement 1938 Out of
67. 63. Le Bureau international d'Education en 1937-1938 Fr.

Publications of the International Bureau of Education (*cont.*)

VII* Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	96. Equality of Opportunity for Secondary Education	Fr. 2.—
Annuaire international de l'Éducation et de l'Enseignement 1939	Out of print	97. La gratuité du matériel scolaire	Fr. 7.—
La rétribution du personnel enseignant secondaire	Fr. 9.—	98. L'éducation physique dans l'enseignement secondaire	Fr. 7.—
L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	99. X* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print
L'organisation de l'éducation préscolaire	Fr. 7.—	100. Xth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
VIII* Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*102. L'enseignement de l'écriture	Fr. 5.—
Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*103. The Teaching of Handwriting.	Fr. 5.—
L'organisation des bibliothèques scolaires	Fr. 7.—	*104. Les psychologues scolaires	Fr. 5.—
L'éducation physique dans l'enseignement primaire	Out of print	*105. School Psychologists	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*106. XI* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*107. XIth International Conference on Public Education. Proceedings and Recommendations . .	Fr. 5.—
The International Bureau of Education in 1940-1941	Out of print	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*109. International Yearbook of Education 1948 . . .	Fr. 15.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
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Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
The International Bureau of Education in 1942-1943	Fr. 2.—	*114. XII* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*115. XIIth International Conference on Public Education. Proceedings and Recommendations . .	Fr. 3.—
The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*117. Primary Teacher Training	Fr. 8.—
Recommendations of the International Conferences on Public Education	Fr. 3.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
L'Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*119. International Yearbook of Education 1949 . . .	Fr. 10.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—
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*135. XIVth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 4.—	*159. XVIIIth International Conference on Public Education 1954.	Fr.
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*137. International Yearbook of Education 1951 . . .	Fr. 8.—	*161. International Yearbook of Education 1954 . . .	Fr.
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*143. XVth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 4.—	*167. XVIIIth International Conference on Public Education 1955.	Fr.
*144. Annuaire international de l'Éducation et de l'Enseignement 1952	Fr. 8.—	*168. Annuaire international de l'Éducation 1955 . . .	Fr.
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*146. La rétribution du personnel enseignant primaire (deuxième édition).	Fr. 7.—	*170. Didactique de l'initiation mathématique à l'école primaire	Fr.
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*151. XVIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 4.—	*175. XIX ^e Conférence internationale de l'Instruction publique 1956	Fr.
*152. Annuaire international de l'Éducation 1953 . . .	Fr. 9.—	*176. XIXth International Conference on Public Education.	Fr.
*153. International Yearbook of Education 1953 . . .	Fr. 9.—		

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Year 31

2nd QUARTER 1957

No. 123

BULLETIN

OF THE
INTERNATIONAL
BUREAU
OF EDUCATION



UT PER JUVENES
ASCENDAT MUNDO

INTERNATIONAL BUREAU OF EDUCATION — GENEVA

XXth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

CONVENED BY THE UNITED NATIONS
EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION
AND THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 8th-17th July 1957

LETTER OF INVITATION

Sir,

We have the honour to invite you to take part in the XXth International Conference on Public Education, organized under the agreement governing the relations between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education. The Conference will be held in Geneva from Monday 8th July to Wednesday 17th July 1957.

The Joint Committee which deals with the various questions connected with the implementation of the above agreement decided to place the following items on the agenda of the Conference:

- 1. The expansion of school building.*
- 2. The training of primary teacher training staffs.*
- 3. Brief reports, presented by Ministries of Education, on the progress of education during the school year 1956-1957.*

At its recent sessions, the International Conference on Public Education formulated recommendations concerning compulsory education and its prolongation, the access of women to education, the financing of education and school inspection; this year, it will be called upon to draw up a recommendation on the expansion of school building. The question has already been discussed by the International Conference on Public Education, at its Vth session held at Geneva in 1936, but seems now to call for further consideration, in view of the shortage of school buildings due, in almost all countries, to the extension of education, and of the urgent need for action at both the national and the international level to overcome this crisis.

Another problem to which educational authorities are paying very close attention is the training of teaching personnel. Following its four previous recommendations on the training and status of primary and secondary teachers, the International Conference on Public Education is invited, this year, to consider the question of the training of primary teacher training staffs and to make a recommendation on the subject.

Lastly, the delegates will discuss the reports presented by Ministries of Education on the principal measures adopted during the 1956-1957 school year and on the plans drawn up during the same period.

In view of the nature and importance of the first two items of the agenda, it would be a matter of great satisfaction to us if the Minister of Education could take part in the Conference in person. If, however, the Minister is unable to do so, we hope that your Government will, on this occasion, be represented by senior officials of the Ministry of Education, accompanied, if necessary, by persons who are expert in the matters to be discussed. We should be very grateful if you would let us know before 15th June 1957 the names of the members of your delegation.

Comments and more detailed information on the three items on the agenda will be sent to you shortly, and you will, in due course, receive the documents prepared for the Conference.

We should be much obliged if you would send to the Secretariat of the Conference, in Geneva, at least fifteen days before the opening date 400 copies (200 in French and 200 in English) of your brief report on the progress of education in your country during the school year 1956-1957. May we remind you of the decision, previously taken, that only those reports which are ready for distribution before the discussion can be submitted to the Conference.

The address of the Conference Secretariat is: International Bureau of Education, Palais Wilson, Geneva, to which all correspondence should be sent.

We have the honour to be,

Sir,

Your obedient Servants,

Luther H. EVANS

Director-General,
United Nations Educational,
Scientific and Cultural Organization

J. PIAGET

Director,
International Bureau of Education

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

AUSTRALIA

Adult Education Considerable extensions to existing adult education services have been announced by the South Australian Minister for Education. The University of Adelaide plans to reorganize its Department of Tutorial Classes, the Department of Education is to extend its facilities to country areas, while the Workers' Educational Association plans expansion in its own field. IBE - 374 (94)

Aboriginal Scholarships The University of Melbourne expects to award in 1957 the first of the scholarships endowed by the National Union of Australian University Students. The scholarships are open to aboriginals qualified to undertake University courses and are tenable at any Australian university. IBE - 371.98 - 379.67 (94)

Centenary The centenary of the University of Melbourne will be celebrated in August 1957. Although the University is actually 103 years old, observance was postponed until the rebuilding of Wilson Hall was completed. IBE - 37 N (94)

Modern Languages About forty specialists attended a regional seminar on the teaching of modern languages, which was held at Wesley College, Sydney, from 30th January to 26th February, 1957. IBE - 37 N (94) - 375.13

Teaching English to Migrant Children The South Australian Education Department has appointed a special committee to investigate problems arising in the teaching of English to migrant children. All eight members of the committee have had personal experience in teaching English to migrant children. IBE - 371.97 - 375.132 (94)

Swimming Itinerant teachers of physical training took part in the campaign "Learn to swim" which was organized in Tasmania as in other Australian states during the months of December and February. In schools not visited by a specialist, theoretical swimming classes were held at the beginning of the year. IBE - 371.73 (94)

AUSTRIA

Kindergartens and Playing Fields In 1945 there were 600 kindergartens in Austria, while by 1955 there were more than 1,200. In addition, many play-centres and nursery schools have been set up for children whose parents are out at work. There were 369 public and private play-centres serving 11,929 children in 1955. IBE - 372.21 - 362.7 (436)

Public Speaking Competition The Austrian League of the United Nations is again organizing public speaking competitions for students from the sixth form of secondary, technical, vocational and teacher training schools. the following are the subjects suggested : (1) It also depends on me : the citizen's responsibilities towards his town, country and the world. (2) The city of Vienna introduces itself. (3) Should young Austrians emigrate? (4) In the face of political events, indifference is a danger. (5) Youth's present-day problems (What blame is or is not acceptable from adults). IBE - 37 N (436)

A Week in Vienna The Federal Ministry of Education, continuing its campaign entitled "Youth gets to know the federal capital", has invited foreign youth groups to spend a week in Vienna, between 1st July and 14th September, 1957. IBE - 371.256 (436)

BELGIUM

Prize for Educational Sciences Dr. Frans Jonckheere, son of the Belgian educationist, Tobie Jonckheere, bequeathed at his death the sum of one hundred thousand Belgian francs to the Royal Academy of Science, Letters and Arts, the interest from which will contribute to the creation of a "triennial prize for educational sciences. This prize will be awarded every three years to the Belgian author of a manuscript or printed work, written either in French or in Flemish and likely to contribute to the advancement of one or several of the different aspects of educational subjects from a scientific angle. IBE - 37 N (493)

New Doctor's Degree To mark the importance attributed to the selection of aptitudes within the framework of the country's economic and industrial development, the degree of doctor of vocational guidance and selection has been created in State universities. IBE - 378.399 - 377.94 (493)

Traffic Playground Children between the ages of 8 and 12 years now possess, in the commune of Battice, a school playground equipped with all the signals, lie of the roads, one-way streets, bends, right of way, pedestrian crossings, etc., useful in learning the traffic regulations. Each pupil has an individual card on which are marked the mistakes made in the course of the practical exercises. IBE - 375.831 (493)

BRAZIL

Fund for Vocational Teaching The Department of Education of São-Paulo has set up a fund destined to promote vocational teaching. It is to be recalled that a similar fund exists for secondary teaching. IBE - 373.5 (81)

Libraries and Kindergartens In the libraries of the town of San-Pablo, children follow various forms of activities in the afternoons (drawing, painting, sculpture, ballets, singing, music, etc.) during the course of which milk is distributed to them. These services are free as are those of the kindergartens, which include school meals, clothing and equipment, if necessary, medical and dental treatment, as well as medical supplies. IBE - 371.861 - 372.213 (81)

BULGARIA

Revision of Syllabuses In working out the new syllabuses for general education schools, an attempt has been made to transfer more difficult subject matter from lower to higher classes. For instance, multiplication and division have been transferred from the 1st to the 2nd class, the study of physical geography from the 5th to the 7th class, equations with general numbers from the 7th to the 8th class and so on. IBE - 375.05 (4972)

Teachers' Honours List To mark the occasion of the traditional holiday of Bulgarian public education and Slav culture, 1,133 teachers and educational workers were awarded medals for work and success in their school and educational work. IBE - 371.15 (4972)

BYELORUSSIA

Technical Education To facilitate the extension of technical education, the government obliges industrial firms to hand over to the technical schools any motors, lathes and other tools for which they have no further use. A part of this equipment is put at the service of the workshops, and the rest is dismantled for the study of the individual pieces during the theoretical courses and the electro-technical and machine construction seminars. IBE - 375.54 - 379.5 (47.60)

CANADA

Canada Council to be Established New legislation is expected to come into force shortly empowering the federal government to launch a large scheme of official aid to culture and higher education. A body known as the Canada Council, endowed with £35,800,000 of government capital, is to be established. One half of this sum will be used to create an endowment fund for the Council's own use in fostering "the study and enjoyment of, and the production of work in, the arts, humanities and social sciences". The other half of the government's contribution will be called the University Capital Grants Fund, and will be devoted especially to aiding universities and institutions of higher learning with building projects. It is intended to encourage provinces, communities and industries to raise comparable funds. The whole capital will be managed by the Council itself, with the advice of an investment committee only partly composed of government nominees. IBE - 378 - 379.32 (71)

Ontario Teacher Recruitment Council The activities of the recently formed Teacher Recruitment and Service Council for Ontario Secondary Schools have already included discussions with the Industrial Foundation on Education resulting from the St. Andrews Man-Power Conference, various investigations into the numbers of recruits needed and the possibilities of financial assistance for teacher-trainees, possible refresher courses for present teachers and the publication of a brochure entitled "Time of Decision", designed to attract the interest of secondary school pupils in the possibilities of teaching as a career and life-work. The Council acts in consultation with the Minister of Education and is sponsored by the School Trustees' Council, the Association of Secondary School Superintendents and the Ontario Secondary School Teachers' Federation. The Department of Education and the Ontario College of Education are also represented on the Council. IBE - 371.11 - 37 P (71)

Guidance Service for Teachers For the past two years, the Vancouver (British Columbia) Board of School Trustees has instituted a special service designed to assist teachers, particularly new ones, with the organization and presentation of their work, which has proved highly successful. Four teacher consultants whose work was regarded as outstanding were originally appointed, two in the primary grades and two in the intermediate, and subsequently a consultant in music was added. For a period of two years they were released from teaching to visit schools and discuss problems and new ideas with the teachers, to give demonstration lessons to illustrate new techniques if necessary and, at the invitation of the school principals, to take part in staff conferences, displays of work, etc. At the end of their two years, they will return to teaching and another group of consultants will be appointed. IBE - 371.13 (71)

Emergency Training Scheme for Secondary Teachers To meet the serious shortage of secondary teachers, the Department of Education of the province of Ontario instituted an emergency training scheme, consisting of two summer courses, for persons already possessing a university degree but who had had no professional training. Normally secondary school teachers are required to take a year of professional training following university graduation. Under the emergency scheme initiated in the summer of 1955, candidates took a ten-week course in general professional training, methodology, and practice teaching, after which they were granted a "Letter of Standing" valid for one year. On completion of the second summer course in 1956, of five weeks' duration only, they received an interim teaching certificate in exchange for the letter of standing, the certificate to be made permanent by attendance at regular summer courses in succeeding years. IBE - 371.12 (71)

Residence Requirement Abolished in Normal Schools The Roman Catholic education authorities of the province of Quebec, in an attempt to increase recruitment of young women in the teaching profession, have abolished the residence requirement in normal schools for women, as it was believed that many girls living in the neighbourhood of normal schools may have been deterred from seeking training owing to the necessity of going into residence and consequently paying higher fees, when they could conveniently attend from their homes. Teacher training institutions in other parts of Canada are coeducational; only in the Catholic school system of Quebec are girls trained separately. IBE - 371.12 (71)

Combined Radio and Correspondence Tuition In the province of Newfoundland, a programme combining correspondence instruction with tuition by radio has recently been introduced on an experimental basis in selected schools, with the aim of assisting pupils doing work of secondary school level in isolated rural schools. Under the scheme, these pupils are provided with correspondence lessons which they study in school and the lessons are supplemented by radio broadcasts dealing with the subjects being studied. IBE - 371.295 - 371.372 (71)

Enriched Programmes for Gifted Children As a result of a four-day conference on programmes for gifted children, held in October, 1956, principals and teachers under the Toronto Board of Education are introducing a variety of programmes for the gifted children in their classes. They are also meeting during the winter in small groups to discuss plans and assess progress. In May, 1957, there will be several meetings to evaluate the whole project. IBE - 371.95 (71)

University at Sudbury Developments The College of the Sacred Heart at Sudbury, Ontario, has announced that as from June, 1957, it will grant its own degrees, having been granted the power to do so by the provincial government in its charter in 1914, together with the powers of founding and maintaining its own schools, faculties and institutes. It plans to expand the existing faculty of arts by introducing new courses, to provide for studies in history, education and industrial relations and to introduce summer and evening courses for adults. Other faculties will be established to meet the requirements of the environment and circumstances of the university: a faculty of science with an honours course in geology, a school of engineering, a faculty of commerce and others. IBE - 378 (71)

CHILE

Educational Research At the Faculty of Philosophy of the University of Chile, an Institute of Educational Research has been set up with a view, among other things, to improving study plans and syllabuses and to studying problems of

school organization and administration, vocational guidance, etc. The centre comprises a department of information and publications and a service of school statistics. IBE - 37 P (83)

CHINA (PEOPLE'S REPUBLIC OF)

Minority Languages Following the forum arranged by the Institute of Linguistics and Philology and the Central Institute for Nationalities to discuss the study and development of minority languages, it was decided to conduct in 1956 and 1957 a survey of all minority languages in the country and help devise new written languages for those who lack them or have them only in an inadequate form. Seven new field teams, comprising seven hundred members, have been entrusted with the task of making a scientific study of the different local languages. Six meetings were held in 1956 to discuss language reform plans for Mongolian, Tartar, Uighur, Kazakh, Kirghiz, Uzbek and Sibo and the problem of written languages for four other language groups. IBE - 375.12 (51)

COLOMBIA

Five-Year Educational Plan The main object of the five-year plan inaugurated in 1957 is to abolish illiteracy in the country. This entails : (a) finding the means to obtain the necessary staff and premises; (b) adopting education to the conditions and real needs of the country; (c) reforming administrative establishments so as to ensure maximum efficiency and minimum expenditure; (d) finding the funds to finance the project IBE - 379.61 (86)

CUBA

Educational Museum An educational museum has been set up in Havana the opening of which coincided with the organization of two seminars on primary and secondary teaching. Educators and all those interested in education can find in the educational museum information and material enabling them to form an opinion of present-day educational problems. IBE - 37 L (729.1)

ECUADOR

For Unqualified Teachers The "Summer Teacher Training School" will try, under its new title "Teacher Training School", to develop the professional training of serving teachers who have not had any special teacher training. Placed under the auspices of the "Juan Montalvo" Teacher Training College, it is to be hoped that the different branches of the "Escuela Normal" will extend further training facilities to 1,200 teachers. IBE - 371.13 (861)

FINLAND

Prefabricated Schools In view of the present vogue for prefabricated buildings, Finnish factories are exporting to other countries prefabricated material which can be used for the rapid construction of school premises. IBE - 371.6 (471)

FRANCE

Establishment of a Technical Group The first "technical group", comprising an apprenticeship centre of 350 pupils, a technical college of 250 pupils and a work production centre of 700 pupils, has just been established. It assumes the role of pilot-school and ensures the training and improvement of qualified man-power and of engineers in the field of sanitary installations, plumbing, roofing and heating

plants. The organization is sufficiently flexible to enable transfers from the centre to the college or vice versa. Boys between the ages of 14 and 16 years enter the apprentice centre and the course lasts three years; the college enrolls pupils between the ages of 13 and 15 years by competitive examinations and their course lasts four to five years. The close cooperation between the training and artisan professions is one of the characteristics of this technical group and firms open their doors widely to these students. IBE - 373.54 (44)

Open-Air Schools Open-air schools at present number 1,200 classes distributed among 900 establishments and totalling 30,000 pupils. These schools, intended for children of weak physique, use educational methods based on concrete and open-air activities. As the teaching staff has to undergo a special form of training, an open-air National Education Centre has been set up at Suresnes, which is a proper teacher training school in which schoolteachers acquire this special training during a six-month course. IBE - 371.293 - 371.192 (44)

Written Homework A decree has fixed the time-tables of elementary and intermediate classes in primary schools so as to allow five hours per week for written homework. In this way, no written homework, either compulsory or optional will be required from pupils outside school hours. A set period of half an hour each half day, varying according to the curriculum requirements, will be set aside for doing this homework under the teacher's supervision. The work will be corrected in class. IBE - 371.331 (44)

XIIIth Congress of the "Ecole moderne" The XIIIth Congress of the French "Ecole moderne" was held in Nantes from 15th to 20th April. The two items on the agenda: "School Discipline" and "Child Understanding" were discussed under the chairmanship of Freinet. Practical demonstrations were given as well as an international exhibition of juvenile art and a musical festival presented by pupils from school cooperatives in France and abroad. IBE - 37 N (44)

Diploma Statistics According to information furnished by the National Institute of Statistics, 40% of Frenchmen over twenty-four years of age hold their primary school certificate; 35 per thousand possess the lower certificate, 26 per thousand the secondary school-leaving certificate, 20 per thousand a diploma for higher education and 40 per thousand a technical diploma. IBE - 379.96 (44)

Business Managers The number of prize-winners of the first class of students of the Business Administration Centre of the University of Paris is 42 (27 jurists, 5 literary, 8 scientific and 2 others). Classes and practical work are held between six and eight in the evenings so that persons who already have jobs can attend. The business world is getting more and more interested in the activities of this centre and of the eight others which at present exist in France. IBE - 378.6 - 378.92 (44)

Children's Books So as to study the causes and effects of present shortcomings in French periodicals for children, a study and research club on juvenile literature was set up a few years ago in France. This gave birth, with the support of educators and parents, to a cooperative edition of works for children which will have as its theme "Man and his adventure". Forty educators, artists, technicians and documentalists work in a team to satisfy the child's thirst for knowledge and at the same time fight against too easy or harmful literature. IBE - 371.862 (44)

Health Centres for Students At present, seven sanatoriums, six post-cure homes, an ante-cure centre and a psycho-medico-social centre are reserved for students of universities and higher schools of France as well as for adolescent schoolchildren. The sanatoriums number 887 beds, 139 of which are reserved for

girls, and the post-cure establishments 568 beds, 173 of which for girls. In the latter no resident teachers are provided to teach the student patients—as they attend faculty classes—in all the sanatoriums however, university professors are appointed to take care of the patients' studies, including those in the psycho-medico-social centre. IBE - 378.9 (44)

Creation of a new Doctor's Degree The Law Faculties will henceforward be able to confer the degree of doctor of political sciences on candidates who uphold a thesis after having obtained the higher certificate of common law and the higher diploma of political sciences. This last-mentioned diploma was created by the same decree as the doctor's degree in question. IBE - 378.399 (44)

GERMAN DEMOCRATIC REPUBLIC

Education and Youth Movements The Institute of Education of the University of Ernst-Moritz-Arndt, at Greifswald, has organized, in cooperation with the teaching body of the two demonstration schools, a scientific lecture on the problems of extra-scholastic activities and, in particular, on the importance of practice courses which student-teachers take in connection with the "pioneer" organization. IBE - 37 N - 371.037 (43)

GERMAN FEDERAL REPUBLIC

Practice Training Courses Students in Bavaria, who are training for secondary school teaching, are obliged to take a practice course lasting eight weeks during their scientific studies. The course consists of four weeks in a secondary school four weeks in a primary school, a children's home or a youth organization. Before starting this practice training, the students must have completed a course on education and psychology. IBE - 371.12 (43)

Higher Education Without Certificate of Matriculation A recent regulation in Bavaria authorizes persons between the ages of twenty-five and forty, having sufficient general education, but not having matriculated, to sit for an examination enabling them to follow higher education courses. Candidates, who must have shown proof of special qualities in their profession or in the subject which they wish to study, must first undergo aptitude tests at the Psychological Institute of the University of Munich. The examination itself tests the candidate's logical reasoning and individual work, as well as his understanding of intellectual problems and his knowledge of his mother tongue; it consists of two written tests, one on the subject chosen and the other on a general subject, as well as a composition in a foreign language. The oral examination takes the form of a discussion. Candidates who fail at this examination cannot sit for it a second time. A similar regulation was made in the province of Hesse last November. IBE - 379.61 - 378 (43)

School Buildings The idea to build temporary schools has been dropped, as experience has proved that, in the long run, they are more expensive than the others, not to mention their educational and other inconveniences. IBE - 371.6 (43)

Less Road Accidents In North Rhine-Westphalia the success of road traffic classes has been proved by the decrease in the proportion of children's accidents in comparison with the total figure of road accidents. For this reason, and in view of the increasing danger of traffic, the authorities have decided to concentrate on road safety classes and to devote one hour a month to its teaching in the school time-table. IBE - 375.831 (43)

INDIA

Bureau of Vocational Guidance The Ministry of Education's Central Bureau of Education and Vocational Guidance has undertaken research in the field of intelligence and aptitude tests. It gives training to academic advisers who are then able to guide pupils when they reach the end of the 8th form and to help them choose from the optional subjects on the syllabus, those from which they will reap the most benefit. At the end of the 9th form, the advisers make the pupils pass aptitude tests and offer them suggestions on the careers which are open to them. The Bureau has published a series of guide books for the benefit of parent and teacher, as well as a number of pamphlets dealing with different careers. IBE - 377.94 (54)

Language Teaching The last Conference of Ministers of Education for the Indian Union recommended to the various states to intensify their efforts with regard to propagating the Hindi language and establishing to this effect at least one institution for the training of teachers in each state where Hindi is not the mother tongue. As regards English, it was decided that it would be a compulsory subject at secondary and advanced level and that the governments of the different states would take the necessary steps so that students who complete their secondary school studies should have enough knowledge of English to enable them to continue their advanced studies in English. IBE - 375.1 (54)

Audio-visual Education The Planning Commission has approved the decision to set up a Central Audio-Visual Education Institute within the framework of the second five-year plan. The Institute will train, in one-year courses, audio-visual staff for the different teaching levels. It will also produce audio-visual material which will be used in the schools and social education centres. A study group comprising the Ministries of Information and Broadcasting, Community Development and Health and the Indian Council on Agricultural Research, has been set up to examine details of the project. IBE - 371.36 - 371.37 (54)

School Mothers In the second five-year development plan, the Central Ministry of Education is providing Rs. 3,350,000 in order to speed up the expansion of girls' primary, secondary and higher education and teacher training, as part of the government drive in this connection. The Ministry has also decided to create posts of "school mothers" which will be filled in most cases by the wives of teachers. IBE - 376.1 (54)

Central Government Grants During the past year, a credit of 12,300,000 rupees was voted by the central government towards the construction of 27 recreation centres with lecture hall, two gymnasias, three swimming pools, six stadiums, five cinder tracks, two open-air theatres and a pavilion in the grounds belonging to two universities, twenty-seven colleges and sixteen secondary schools. These grants were allocated on condition that : (a) the students and teaching staff undertake to do themselves all unskilled labour and—wherever possible—the skilled work as well for the crystallization of these projects; (b) the initiators bear a quarter of the expenses, including the cost of the voluntary work done by the students and teaching staff. IBE - 379.32 (54)

Intensive Courses To enable schoolmasters and mistresses without any professional training to get the requisite qualifications, two intensive courses have been organized in Bopthal for their benefit. Furthermore, two new teacher training schools are to be set up in addition to the three existing institutions. IBE - 371.12 (54)

IRAN

Literacy Campaign According to the most up-to-date statistical data, the number of courses organized in connection with the literacy campaign in Teheran and the most important towns of the country total 6,415. They are attended by 250,000 students, among whom are not only children but their fathers and mothers as well. It is hoped to increase gradually the number of these classes, most of which are held in the evenings. It is also planned to open in the evenings the public schools so as to organize official classes for adults. All the military learn to read, in whichever district they may be. The teaching is undertaken by teachers appointed by the Ministry of Education, under the supervision of special representatives from the same Ministry. IBE - 379.635 (55)

IRELAND

News Primary Subjects The official primary curriculum in Ireland will in future include such subjects as physical education, art, and nature study. IBE - 375.05 - 372 (415)

ISRAEL

Teacher Training at University Arrangements have been made for the Hebrew University to directly train primary school teachers for the first time in 1957, with a view to raising the general standard of teaching. IBE - 371.12 (569)

ITALY

Educational Cooperation The "movement of educational cooperation" (*Movimento di Cooperazione educativa*) held their last congress in the province of Pesaro. Everyday arithmetic, work plans, pupils' reports, expressive activities, audio-visual methods were the subjects of discussions and reports. Practical demonstrations took place daily, specially for the benefit of new adherents. This striving for educational cooperation among teachers originated to some extent from the materialization in the search for living and concrete academic activities, the "School Printing Cooperative" which was founded in 1951. IBE - 377.32 (45)

JAPAN

School Health Judging from the last medical examination, the physique of pupils is continuing to improve progressively. In comparison with last year the height of pupils between six and seventeen has increased, on the average, by an amount varying from 1.1 to 2 centimetres while their weight and chest measurements also show considerable increase. IBE - 371.72 (52)

Agricultural Training Centres In every prefecture there exists a training centre for the organization and management of a farm. Courses last one year and include classes in general education, agriculture and animal husbandry. Each centre has its own plot of ground with an area of about twenty-five acres. Classes and accommodation are free, but students have to provide themselves with food and clothing. When they return to their own farms, they keep in touch with the centre for advice and assistance. IBE - 373.52 (52)

NETHERLANDS

Art and Education An exhibition was organized in the Municipal Museum of Amsterdam by the Artistic Education Association, in collaboration with several institutions working in the same branch. This exhibition, which covered all

aspects of artistic education, was intended to interest the public in the development of this aspect in education. IBE - 37 L - 375.7 (492)

Technical Education The commission appointed to study the opportunities for technical teaching in Limbourg has just published its report. It recommends the development of a certain number of trade schools, within the bounds of junior technical education, the establishment of new schools and the substitution of evening classes by part-time day-classes supplemented by a few evening classes on special subjects, as well as the opening of four schools in the centres of Maas-tricht, Venle, Weert and Sittard. IBE - 373.54 (492)

Boatmen's Children The Dutch Protestant Association of Boatmen has been in touch with other associations of boatmen with a view to concerted action on behalf of compulsory schooling for the children of boatmen. There are about 6,495 of these children, 4,127 of whom live on board boats. None of them is obliged to go to school. IBE - 371.97 (492)

NEW ZEALAND

Budget and School Buildings For the financial year 1st April, 1955, to 31st March, 1956, the New Zealand government spent £27,500,000 for purposes of education. Of this total, £5,900,000 (21.5%) was expenditure on primary and post-primary school buildings. This made it possible to build 807 extra classrooms, of which a hundred were in prefabricated and temporary buildings. These figures are particularly interesting for two reasons: in the first place, the government is responsible for practically the whole of the expenditure on education, which means that the above figures reflect very fully the sacrifices of the nation in this respect; and secondly, this country has not a great leeway to make up with regard to school buildings and its expenditure therefore expresses what is necessary under favourable circumstances to maintain the tempo of the continuous development of school building needs. IBE - 371.6 - 379.32 (931)

Future of Technical Education The annual report of the Director of Education contains several suggestions on the future of technical education: (1) all professional men training as engineers should in the very near future be trained at the university, whereas technicians should be trained by the technical colleges; (2) opportunities should be provided for really able men to transfer from a technician's course to the university; (3) in the metropolitan technical colleges, the technical high school should be separated from the part-time and senior classes; (4) a system of senior technical bursaries, with some contributions from industry should be established; (5) the Department of Education, the University of New Zealand and the technical colleges should work together on a scheme to train technical teachers for the developing colleges, with a new salary scale and conditions of work for staff engaged in higher technical training; (6) a central and independent national technical institute should be established to develop courses at both the tradesman and the technician levels for groups too small and too specialised to be catered for in regional schools; (7) a national technical college would not, as such, have a higher status than a regional technical college. IBE - 378.61 - 373.54 (931)

NORWAY

Languages in Primary Schools The Oslo education committee has decided to provide instruction in English starting with the school year 1957-1958 for the last two years in the school period, that is, for children of 13 and 14 years. Up to now, children have been selected for instruction in English. IBE - 357.13 (481)

PAKISTAN

Technical Training Nine hundred and eighty-one trainees are undergoing training in 38 trades at five training centres of the Central Ministry of Labour. Out of these, 113 are at the Technical Training Centre in Karachi, 149 at the Centre in Dacca, 369 at the Centre in Lahore, 199 at the Centre in Sialkot and 151 at the Centre in Peshawar. IBE - 373.54 (549)

PORTUGAL

School Buildings The Ministry of Education has set up a commission to work out a new plan for school building. IBE - 371.6 (469)

SALVADOR

Primary Curricula The guiding principles of the new official curricula for primary schools are as follows: health education and preparation for family life, initiation into the appreciation of beauty and education of the child, who will be taught to make the best use of his time. IBE - 375.05 (728.4)

SPAIN

Rural School Buildings An exhibition of model plans for rural schools has been organized in Madrid. This exhibition comprises 78 plans for rural schools of two classrooms, the capital outlay of which does not exceed the sum of 200,000 pesetas. The plan also provides for the building of the teacher's living quarters. IBE - 371.6 (46)

Study Scholarships A cultural institution has offered one hundred study scholarships of 50,000 pesetas each to specialists. The beneficiaries must undertake some research work on their particular subject during one year, the result of which will be published by the institution. IBE - 378.399 (46)

Industrial Organization The Madrid School of Industrial Organization has been officially inaugurated. The object of this school is to train specialists in the field of production organization and business efficiency. The school depends on the cooperation of Spanish teachers and foreign experts. IBE - 378 (46)

Future Doctors Out of the fifty thousand students registered in Spanish universities, medical students have the highest proportion. There are about 13,000 of them (about a quarter of the total), 500 being women students. Five thousand of these candidates are Latin-American nationals. IBE - 378 (46)

SWEDEN

Educational Films The Board of Education in Sweden has at its disposal about 25,000 Swedish crowns per year for the production of educational films. Furthermore, the Board examines many educational films produced by private film companies. This cooperation has developed certain principles emanating from the experience acquired from examining these educational films. Thus, such films should be short (about 20 minutes at the most), clear and uncomplicated, concentrated on one important item within a certain subject and within a certain stage. Nothing irrelevant should divert the attention of pupils from what is meant to be learnt. Headings, text and comments should be correct, up-to-date and clear. After having been examined and accepted by the Board, the films are entered on a list for the guidance of the schools. In some school districts the schools have established local or regional film archives, that lend educational

films to their members. The Board last year arranged a conference for the heads of these archives with the result that consumers and producers have started an association, named "*Audiovisuella sällskapet*". IBE - 371.364 (485)

SWITZERLAND

Mobile Dental Surgery A mobile dental surgery intended to serve a few mountain communities in the canton of Valais was put into operation a little over a year ago. For practical reasons, dental care was given only to pupils in the first years of the compulsory schooling period. To educate the parents at the same time, twenty-six lectures, including film-shows and lantern slides, were given in these communes and aroused great interest. Whereas before the introduction of this service, the number of children who received dental care represented 1.5% of this category of pupils, 420 children, that is 92%, attended the surgery. IBE - 371.75 (494)

Psycho-Educational Centre A psycho-educational centre for the discovery and rehabilitation of neurotic children has been set up in Geneva under the auspices of the School for Parents. IBE - 377.91 (494)

Holiday Courses The Institute of Education, Remedial Education and Applied Psychology of the University of Fribourg is running a summer course on the subject: Method and philosophy of education, remedial education and teaching, to be held from 15th to 20th July, 1957. IBE - 37 N (494)

Co-educational Classes The educational authorities of the canton of Vaud have decreed that from now on lower secondary schools will be co-educational and will include several different divisions. IBE - 376.3 (494)

Exchange of Experiences A "Primary Exchange Group" has recently been formed among the primary teachers of the Canton of Geneva. It has assigned itself a twofold task and will work mainly by correspondence: (a) to facilitate exchanges (research, preparation of lessons, exercises, etc.) between certificated teachers with the same diplomas and to let each one benefit from the experience and studies of numerous specialist colleagues; (b) to prepare every month in common a certain number of tasks, the choice of which will be determined by the requirements of the curriculum. IBE - 371.18 (494)

Educational Television Up to now, no decision has been taken at a national level. Although on the one hand, the Lausanne local commission is following the evolution very closely, in German-speaking Switzerland on the other hand, the teachers are against any television experiment with classes. IBE - 371.368 (494)

UNION OF BURMA

Mass Education After humble beginnings in a small Burman community, the mass educational programme is undergoing transformation into a national movement. A pilot project has been carried out near Rangoon and will extend later to the whole country. IBE - 379.635 (591)

UNION OF SOUTH AFRICA

New Educational Journal The Education Bureau of the Transvaal Education Department came into being in 1952. Among its duties and functions are the following: to encourage, organize and control experiments and research work in connection with education; to keep in touch with the National Bureau of Educational and Social Research, and with State departments, institutions and

bodies interested in education; to gather, provide and disseminate professional information. Up to the present it has been mainly engaged in carrying out "work of a professional nature delegated to it by the Director of Education", another of its functions. In order to make the results of its research available to wider circles, it now publishes a Bulletin, the first number of which was issued in March, 1956. The main article of the Bulletin will appear alternately in the two official languages, English and Afrikaans, with a brief summary in both, and an effort will be made to publish an equal number of articles in both languages. IBE - 37 F (68)

UNION OF SOVIET SOCIALIST REPUBLICS

Compulsory Secondary Education It is expected that compulsory ten-year schooling will become generalised in rural districts as well as in towns during the sixth five-year plan, i.e., by the end of 1960. IBE - 379.61 (47)

School Building In connection with the sixth five-year plan (1956-1960), the U.S.S.R. has undertaken to build a great many new schools capable in all of accommodating 3,800,000 additional pupils. These figures apply to schools erected by the State. The collective farms on their own account are also building schools (about 677,000 pupils were enrolled in such schools built between 1951 and 1955); this means that the new school buildings being erected at the present time would be sufficient to shelter the whole population of Denmark. IBE - 371.6 (47)

Minority Languages Children speaking one of the minority languages follow the same syllabuses as those in force in Russian schools. In self-governing republics, one hour a day is set aside over and above the normal curriculum for the teaching of the local language. IBE - 375.1 (47)

Boarding Schools The XXth Congress of the Communist Party decided to establish boarding schools for normal children in all the federated republics. The family and the school still constitute certainly the most important nuclei of children's education, but more is needed at the present time. The report of the central committee of the Communist Party calls attention to the number of war widows who must shoulder alone their children's upbringing. In many families also both parents are employed in factories or offices and can only give haphazard attention to their children's education. Many children are thus left to themselves frequently with serious consequences. Children will be enrolled in these schools only on their parents' express request; they will stay there permanently, but visits by parents will be allowed on holidays, during vacations or after school hours. For children of parents in low-wage groups or those who have large families to maintain, the costs will be borne by the State. Parents with higher earnings will pay part of the costs, whilst others will be required to defray the whole amount. IBE - 371.011 (47)

UNITED KINGDOM

Increased Expenditure on Education According to "Education Statistics", a report issued by the Institute of Municipal Treasurers and Accountants, expenditure by all education authorities chargeable to rates and Ministry of Education grants was £419,208,892 in 1955-1956, an increase of £38,911,986 as compared with the previous twelve months. The cost of each child in primary schools in England and Wales in the year ended 31st March, 1956, was £30.02, compared with £28.24 the previous year. In maintained secondary schools the cost was £51.81, against £50.16. Food for each school dinner rose from 8.69d to 9.15d and overhead expenditure from 9.86d to 10.57d. IBE - 379.32 (42)

Technical State Scholarships Increased The Ministry of Education has announced that 225 instead of 150 technical State scholarships will be awarded in 1957. From next year such scholarships will be restricted to candidates who have spent the two previous years in part-time further education or have not gone beyond ordinary national certificate level or A.1 level in higher national certificate courses. Students who have followed full-time courses leading to the General Certificate at advanced level, or who have obtained higher national certificates, will no longer be eligible. They will be expected to sit for ordinary State scholarships. IBE - 379.67 (42)

National Education Exhibition The Executive of the National Union of Teachers for England and Wales has approved a plan to stage a national education and careers exhibition in 1959, the contents of the exhibition to include displays depicting the progress of public education from 1870 to the present day, and demonstrations of modern educational techniques, possibly using "live" model classrooms. IBE - 37 L (42)

Teaching and Military Service Among the measures taken in Scotland to increase the number of certain categories of teachers is that of the indefinite deferment of National Service for First and Second Class Honours graduates in mathematics and science teaching in secondary schools. IBE - 371.15 (41)

Expenditure on School Building In order to implement the 1947 Education Act, it is estimated that Northern Ireland is now spending £4,000,000 a year on school building to provide extended secondary education and equal opportunities for all children. Since 1948 Northern Ireland has built 121 new schools, providing 29,000 pupil places, distributed as follows: 86 primary schools, 22 secondary intermediate schools, 7 grammar schools, 1 technical school and 5 special schools for sub-normal pupils. Major extensions in the same period numbered 166. In addition, £8 million worth of new schools are in course of erection, including 37 primary schools, 44 secondary intermediate schools, 2 grammar schools, 1 technical school and 2 special schools. IBE - 371.6 (41b)

Education Authorities' Film Company Local education authorities are to form their own film company which will be responsible for making some films and acquiring others for distribution on a rental basis. Subscriptions by local authorities and the proceeds of the rental of films and filmstrips will be used to finance the new company. The Minister of Education has also agreed to transfer to the company a £125,000 loan made to the Educational Foundation for Visual Aids when it was founded in 1948, and which has been used for the setting up of a central film library and a central catalogue. IBE - 371.364 (42)

Music and Backward Children A psycho-educational experiment into the effects of music on the general functional development of mal-adjusted children in particular is being undertaken in certain schools in England. Observations were made first of all in a special school in London for backward girls between the ages of 11 and 16 years, then in a school in a country district for boys between the ages of 7 and 16 years; the experiment is now being continued in an ordinary village school. All the teachers have been unanimous in noticing: (a) the efficacy of music in the development of perception among both difficult and delicate children during the experiment and according to the method used; (b) a remarkable re-inforcement of one or the other of the simultaneous perceptions and memory; (c) a spontaneous desire for self-expression, even the most backward child making a real effort to speak, draw and write. IBE - 371.92 - 375.75 (42)

International Hall of Residence The University of London is to be built an international hall of residence for students. Of the £300,000 already contributed towards the cost, the British government has granted £200,000. Many other Commonwealth donors are also contributing. IBE - 378.9 (42)

Northern Ireland's School Leaving Age The school leaving age in Northern Ireland is to be raised to fifteen on 1st April, 1957. Postponement was previously necessary owing to shortage of teachers and inadequacy of school accommodation. As compared with 1938-1939, there are now five times as many students in training colleges, an encouraging aspect of the teacher supply. IBE - 379.64 (416)

UNITED STATES

Intensive Educational Training In order to remedy the shortage of teaching staff, over one hundred colleges and universities in twenty-seven states and the District of Columbia have organized intensive educational training courses for women and in particular for mothers of families holding a university degree. This measure has been taken following a suggestion made two years ago by the Committee on New Teachers for the Nation's Classrooms, the Office of Education and the Women's Bureau of the Department of Labor. Over 5,500 college graduates registered for these courses; it is estimated that at least 5,400 of them hold the requisite qualifications for teaching. IBE - 371.12 (73)

Educational Research Seventy projects have been submitted to the Consultative Research Committee of the Office of Education, in connection with the "cooperative programme of research, inquiry and experience in the field of education" sanctioned by the 83rd Congress. Among the projects submitted, twenty have been accepted and will be financed by the federal government. Seven of these concern the education of mentally deficient children; one refers to the development of special aptitudes in students, two to the educative aspects of juvenile delinquency, three to the interruption or the continuation of studies in schools and colleges, four to the means of obtaining the necessary teaching staff for schools and colleges, one to the educative problems resulting from a mobile population, one to the syllabus of colleges and one to the education of natives in Alaska. IBE - 37 P (73)

Education beyond the High School The interim report of the committee set up to study the problem of post-high school education has just been published. The committee's conclusions can be summed up in four points: (1) Quantity—the need for many more institutions and teachers to provide for all those who will want post-high school education; (2) Quality—teaching methods will have to be much better than they are today, if young adults are to remain in the educational programmes; (3) Variety—two-year colleges, public schools, adult education, extension services, apprenticeship, business schools, correspondence courses, these and many more agencies and services will be needed; (4) Accessibility—education beyond the high school will have to be made available to all students regardless of where they live or what their economic status. IBE - 379.61 (73)

Educational Expenditure in Towns It has been revealed that towns with a population of 100,000 or over have more to pay per pupil of a public school than towns with a population of 25,000 to 100,000. The former pay \$310 per year for each pupil whereas in smaller towns the figure is \$262. IBE - 379.32 (73)

Prefabricated Schools A 12-classroom, single storey, prefabricated steel schoolhouse has been put on the market recently. The first one of its kind opened its doors in December 1956 at Emmitsburg, Maryland, the second is at Gary, Indiana. The Emmitsburg school was built in eighteen weeks at a cost of \$366,000.

The building comprises three units, including a large general purpose room. Each unit has four classrooms, an activities room, restroom and its own heating plant. IBE - 371.6 (73)

Teaching Mathematics Five pilot schools have been selected to test the new method of teaching mathematics devised by the University of Illinois. The Carnegie Corporation of New York have given this university a grant of \$277,000 to train teachers and expand the project. IBE - 375.3 - 37 P (73)

For Students Showing Promise Michigan State University, East Lansing, has announced plans for the establishment of an Honours College which is to begin operations in the autumn of 1957. The new college will provide special opportunities for students showing promise of high achievement in all fields during the freshman year. IBE - 371.95 - 378 (73)

Correspondence Study More people enrol in private correspondence schools than enter the freshman classes of all colleges and universities. One fourth of all certified public accountants acquire their training through correspondence courses as do many professional engineers. Of nearly 400 private correspondence schools in the United States, 50 have been accredited by the National Home Study Council, the headquarters of which are at Evans Building, Washington. IBE - 374.4 (73)

Vetting of Children's Magazines Since two years the Comics Magazine Association of America has been getting children's magazines vetted by the Comic Code Authority. This authority employs a team of women experts in the field of education and literature who judge comics for their literary, educational and moral values. Every book which has been examined is stamped with a quality pass-mark. IBE - 371.861 (73)

International Library Programme In the autumn of 1956, an international library programme for rural elementary schools was launched, the funds to purchase books being contributed voluntarily by members of the American Junior Red Cross. In cooperation with the National Education Association, sets of 42 books describing life in twenty-seven foreign countries and suitable for children up to the age of twelve or thirteen are being sent to selected rural schools. The books are not designed as textbooks but to be read for enjoyment in leisure time and to stimulate curiosity about life in other parts of the world. During the school year 1956-1957, 250 sets will be distributed in rural areas of West Virginia, Georgia, Missouri and Montana; while over the next few years it is planned to make available 1,500 sets for schools all over the United States. IBE - 371.391 - 371.862 (73)

YUGOSLAVIA

Educational Reform According to the proposed plan of the educational system, technical and vocational schools will rank as secondary schools. To enter them, it will be necessary to have obtained the primary school-leaving certificate (eight years). Pupils will acquire sufficient general knowledge as well as a technical training. Those who obtain diplomas at the technical schools will be entitled to continue their studies in the various faculties, if they so wish. The plan also provides for the setting up of advanced technical schools for the training of professional engineers. IBE - 373.54 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITIES

Examinations and Teaching A group of educators and psychologists met at the Unesco Institute of Education, in Hamburg, to study the repercussions of examinations on teaching. This meeting followed up the one held in the same

town in 1956 and which had been devoted to the problem of academic failures. Specialists studied the aims, structures and nature of school examinations in the different countries, as well as the criticisms directed against them, and tried to discover in what measure they influence studies and curricula. IBE - 371.262

Primary Education in Latin America The representatives of twelve countries in Latin America met in Havana from 15th to 20th February, 1957, so as to examine the putting into operation of a "major plan" by Unesco with regard to the extension of primary education in Latin America. These are the beginnings of a long-term project, the crystallisation of which will require ten years and which aims to contribute largely to the extension and improvement of primary education in Latin America, particularly in rural districts. IBE - 372

Twenty-Sixth Session of the Joint Committee Two resolutions passed by the Joint Committee of International Teachers' Federations in the course of their twenty-sixth session refer: (1) to the conclusions of the IInd Conference of the International Association of Universities on the training of teachers and the cooperation between the Association and the Joint Committee; (2) to the inquiry on "the present-day place and part of the classics in education" which Unesco has appointed the Committee to undertake. On the other hand, the general secretaries of the national teachers' associations were invited to circulate in their association journals the recommendations of the XIXth International Education Conference, organized jointly by Unesco and the International Bureau of Education, recommendations which dealt with school inspection and the teaching of mathematics in secondary schools respectively. IBE - 371.18

W.C.O.T.P. The World Confederation of Organizations of the Teaching Profession will hold their annual conference in Germany, in August 1957. IBE - 37 N

International School Correspondence At their conference held at The Hague, the International Federation of Organizations for Correspondence and School Exchanges examined the problem of financing their numerous activities and increasing national subsidies, studied the subject of postal rates, international or bipartite agreements, national measures encouraging inter-school correspondence, looked into the possibility of introducing special rates for schoolchildren and students going abroad under international school exchanges and of editing a guide-book for the benefit of schoolchildren wishing to join the movement of international school correspondence. IBE - 377.38

University Teaching of Educational Sciences The IInd Congress of Educational Sciences will be held in Florence from 9th to 14th September (Secretariat: 14 Universitaitsstraat, Ghent, Belgium). Only university professors and lecturers will be admitted as delegates. Governments and educational research institutions will, however, be able to send observers. Most of the time will be devoted to personal discussions and contacts. The central theme of the Congress will be "The organization of educational experience". IBE - 37 N

Exchange of Vocal Correspondence In order to encourage an atmosphere of friendly agreement likely to maintain peace, to put schools wishing to exchange a spoken correspondence into touch with each other in countries throughout the world and thus to extend facilities to pupils to perfect their knowledge of modern languages and to enter into direct contact across the world, an International Educational Centre of Vocal Correspondence has been set up under the patronage of the Cooperative Institute of the Modern School (*Institut coopératif de l'Ecole Moderne*), at Cannes, and the International Federation of Amateurs of Sound Recording with the support of the Department of Education of the Canton of Neuchâtel (Switzerland). The exchange will be made by means of recordings of spoken correspondence on plastic bands with the help of the magnetophone. The head-

quarters of the Centre have been established in Neuchâtel itself, and information may be obtained from Mr. Jean Borel, 4, Av. de la Gare. IBE - 377.38

International Sports Federation At the Congress of the International Sports Federation of Catholic Teaching held in Lisbon, among other recommendations, the following were made on physical and sports training: (1) Apart from a purely technical training, sport should train for the acquisition of moral virtues; (2) Sport should not be considered just as a simple popular spectacle, but as an activity in and through which the rights and inalienable duties of human nature can be asserted; (3) The different social bodies (family, Church and State) should co-operate in the development of sport in this vein. IBE - 371.732 - 37 N

International Physical Education Courses An international physical education course for instructors and heads of youth organizations, organized by the Austrian Union of Gymnastics and Sport, will be held from 4th to 10th August, 1957, at the Bundes-Sportschule Schiellaiten in Eastern Styria. On the agenda: the modern system of physical exercises, games, rhythmic movements, gymnastic performances on the ground and on apparatus, light athletics and swimming; training and exercise classes in the open air, in the country and in the gymnasium. IBE - 371.73

Country Children and Leisure A team of educators and psychologists have undertaken an inquiry, under the patronage of the International Children's Centre, into the leisure and cultural education of children living in rural districts. In twelve isolated rural communes of France, they observed for two years the children's reactions towards exhibitions, films and books which were brought to them. A system of presenting these cultural mediums was perfected so as to apply them in the best way. IBE - 371.86 - 37 P

International Education Week Under the auspices of the Swiss National Commission for Unesco and the Swiss Associations of Schoolteachers, an international educational week will again be held this summer in the Pestalozzi Village, at Trogen, Appenzell, from 15th to 23rd July. IBE - 37 N

Student Health Fifty delegates representing fifteen countries participated in the first "International Congress of Student Health" which took place at the Faculty of Medicine in Paris. Important conferences, followed by debates, were given on hygiene, the ideal health of the student, the medical-sports centre, mental hygiene and social security. IBE - 371.71 - 378

Health of Young People The health of the young was the subject of detailed discussions between about 400 educators, doctors and sociologists from the German Federal Republic, the German Democratic Republic, Austria, Switzerland, and Yugoslavia, who met at Freudenstadt in the Black Forest. These specialists recommended among other things, that the academic year should begin in the autumn and that the spring and summer holidays should be longer. IBE - 371.71

Vith World Youth Festival The VIth World Youth Festival will be held in Moscow from 28th July to 11th August. A very extensive syllabus has been prepared specially for students. Seminars in philosophy, science, law, literature, architecture, cinematography, music, etc., will be held as well as faculty meetings for an exchange of ideas on the curricula of studies and methods employed for the practical training of students. IBE - 378.7

So that all Children can Study The Association for Childhood International organized in Los Angeles, California, from 18th to 21st April, 1957, an international study conference on the theme: So that all children can study. IBE - 37 N

Anniversary The International Labour Office will commemorate, at their next international conference, the twenty-fifth anniversary of the death of Albert Thomas, first director of the International Labour Office. This great statesman gave very special attention to the development of education. He wrote, in fact, a manual on the history of work and published, under the title "Education, work and peace", a brochure in the International Labour Office's collection of publications. IBE - 37 C

RECORDED 25 YEARS AGO IN No. 23
OF THE BULLETIN
OF THE INTERNATIONAL BUREAU OF EDUCATION

(2nd quarter of 1932)

- The Bulletin of the International Bureau of Education publishes a table showing the compulsory schooling ages in 53 countries. In 34 of these countries, the school leaving age is fourteen years; in only nine does it exceed that limit.
 - The Polish parliament passed a new law instituting the unitary school: infant school (3 to 7 years); elementary school (7 to 14 years); vocational school (14 to 17 years); or secondary school (12 to 18 years).
 - In pursuance of its campaign for raising the educational standard, the Ministry of Public Instruction (Spain) has suppressed the Higher Normal School and has replaced it by an Educational Section at the University of Madrid, for the training of secondary and normal school teachers, school inspectors and head teachers. The Education Section will grant a certificate in education, a licentiate's degree and the degree of Doctor of Education.
 - Ferdinand Buisson, author of the *Dictionnaire de Pédagogie*, has died at the age of 90 years. Professor of Education at the Sorbonne and a Nobel Peace Prize Winner, he distributed anonymously all the prize money to works for popular education.
 - The death also is recorded of Cecil Reddie who, in 1889, founded the first "Activity School", that of Abbotsholme, in England, the forerunner of the "Länderziehungsheime" of Germany, Bedales in England, Les Roches in France, etc.
 - The first session of the International Conference for the Teaching of History was due to be held in The Hague.
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II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (42) EDUCATION IN THE UNITED KINGDOM — 37 E (42) REFERENCE BOOKS (UNITED KINGDOM)

The Schools of England, Wales, Scotland and Ireland. A book of reference for parents, principals and students. Cheltenham, Burrows' Scholastic Bureau, 1957. 516 p., fig. — For assisting parents, educators and pupils this reference book contains information about the Public Schools, independent schools, preparatory schools, universities, vocational schools, the Services and educational associations. Then follows a directory with facts concerning the different educational establishments, whose number includes some in France and Switzerland, also with holiday and other addresses. Details as to the management, teaching staff, the number of pupils accepted, ages of admission, curriculum, schooling. (IBE)

37 A (43) EDUCATION IN GERMANY

BERGER, Wilhelm (Ed.) **Erziehungs- und Kulturarbeit in Bremen.** Herausgegeben im Auftrage des Senators für das Bildungswesen und des Senators für das Jugendwesen. Bremen-Wilhelmshaven, Internationale Verlagsgesellschaft Robert Bargmann, 1956. 272 p., bibl., maps, phot. — Specialists in educational, cultural and social questions give a general picture of cultural and educational activity in the free city of Bremen, dealing in particular with results achieved in making education available to all. Articles are arranged under the following headings: welfare of young people; political-social role of the educational system; vocational guidance—a social task; organizing physical education; the social and political task of the people's university; the arts and science; the role of broadcasting; architecture; education for school saving. (IBE)

37 A (481) EDUCATION IN NORWAY

WILEY, George M. **The Organization and Administration of the Educational System of Norway.** Oslo, The Royal Norwegian Ministry of Church and Education, 1955. 276 p., tabl., fig. — A critical analysis of the Norwegian educational system: development, administration, school organization, elementary and secondary school programmes, vocational and technical schools, teaching service, school population, school costs and financing, function of examinations, health programme, higher education, the law, research and statistics. The author stresses the influence of social ideals and economic conditions on the development of the school system and on educational philosophy in Norway. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES — 37 B (73) HISTORY OF EDUCATION (UNITED STATES)

CREMIN, Lawrence A. & BORROWMAN, Merle L. **Public Schools in Our Democracy.** New York, The Macmillan Company, 1956. 226 p., bibl. — A picture of public education in the United States: the schools, their origin, their task, their achievements, their problems. The authors endeavour to show how the ordinary person can take an active interest in the work of schools as well as an individual part in connection with local educational problems and their solution. (IBE)

37 A (81) EDUCATION IN BRAZIL

MOREIRA DE SOUSA, Joaquim. *Estudo sobre o Ceará*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, Campanha de Inquéritos e Levantamentos do Ensino Médio e Elementar, Publicação No. 8, 1955. 240 p., fig., bibl. — The author, former Director of Education in the state of Ceará, outlines the evolution and present condition of education in this north-east part of Brazil. (IBE)

37 B HISTORY OF EDUCATION

JAEGGER, Werner. *Paideia*. Die Formung des griechischen Menschen. Berlin, Walter de Gruyter, 1954. 3 vol., 513/418/462 p. — A searching analysis of the Greek human ideal as illustrated by the history, social development, philosophy, literature and arts of the former Mediterranean civilisation. It would be impossible, in the author's view, to imagine the historical unity of ancient times deprived of the Greek cultural ideal on which rests the whole of Western civilisation. The work consists of three parts: I. The cultural ideal during the first period of ancient Greece's history; II. The greatness and decline of the Attic spirit; III. The great educators (Socrates, Plato, Isocrates, Xenophon, Demosthenes) and the great educational systems. (IBE)

37 B HISTORY OF EDUCATION

ULICH, Robert (Ed.). *Three Thousand Years of Educational Wisdom*. Selections from great documents. 2nd ed. Cambridge (Mass.), Harvard University Press, 1954. 668 p. — A comprehensive anthology representing the ideas of the great thinkers on education and illustrating the relation between these ideas and the main stages in the development of civilisation: the ancient Asiatic cultures (Hindu and Chinese), the educational philosophies of ancient Greece and Rome, early and medieval Christianity, Islam, the development of modern education since the Renaissance. This new edition contains a section on the educational tradition of Judaism and a chapter on John Dewey. (IBE)

37 B (438) HISTORY OF EDUCATION (POLAND)

MROZOWSKA, Kamilla. *Walka o nauczycieli świeckich w dobie komisji edukacji narodowej na terenie korony*. Wrocław, Zakład imienia Ossolińskich Wydawnictwo polskiej Akademii nauk, 1956. 360 p., fig., maps, bibl., ind., biographical notes. — A historical treatise dealing with the setting up of the "Comission of Public Education" or, so to speak, the first ministry of education, and with the struggle to introduce the principle of nonsectarianism in education. Details of school organization in the various parts of the country as well as facts concerning the activity of the most prominent free-thinking educationists in Poland prior to its third division. (IBE)

37 B (4971) HISTORY OF EDUCATION — 371.42 (4971) SCHOOL REFORM (YUGOSLAVIA)

GRUJIĆ, Vladimir. *Školsko reformatorski rad J. St. Popovića u Srbiji 1840-1848*. Pedagoško-istoriska studija. Beograd, Naučno delo, 1956. 220 p., pl. (Srpska Akademija Nauka, posebna izdanja, knjiga CCLVIII, odeljenje društvenih nauka, nova serija, knjiga 19.) — A historical work dealing with the interesting changes introduced last century in teaching, school organization and school administration in the young State of Serbia during the period 1842-1848 when J. St. Popović was director of education. Among other achievements of these years, the author refers to the opening of a school for girls, the adapting of education to life's practical demands in accordance with the requirement of "General knowledge useful to every Serbian", the adoption of Bell and Lancaster's methods, the introducing of new textbooks, the organizing of history and geography excursions, the first steps for giving further training to teachers, etc. (IBE)

37 B (73) HISTORY OF EDUCATION (UNITED STATES)

GOOD, H. G. *A History of American Education*. New York, The Macmillan Company, 1956. 570 p., fig., tabl. — This history of education in the United States during the last three centuries deals particularly with the trends of the last fifty

years and with the bearing of present conditions on future educational development. (IBE)

37 C BIOGRAPHY OF EDUCATIONISTS

GANZ, Hans. *Pestalozzi*. Leben und Werk. Zürich, Origo Verlag, 1956. 316 p. (Trigon Taschenbücher). — A searching study, in a revised and enlarged edition, of Pestalozzi's life and work. At the same time as he makes a psychological examination of the harassed picture presented by the great educator and in an objective analysis of the historical and social setting in which Pestalozzi lived and moved, the author shows how that agitated life, full of failures and masterly successes, was determined by a hopeless confusion of internal and external factors. (IBE)

37 C BIOGRAPHY OF EDUCATIONISTS

PILLER, Alphonse. *Monseigneur Eugène Dévaud (1876-1942) et l'école primaire fribourgeoise*. Fribourg, Editions Universitaires, 1956. 131 p., app., bibl. (Collection Travaux de psychologie, pédagogie et orthopédagogie). — One cannot recall the work of Mgr. Dévaud without at the same time tracing the history of one of the most important periods of education in the canton of Fribourg. The following are the main subjects dealt with in this study: Mgr. Dévaud and German educational trends during his time; Mrg. Dévaud and the Geneva activity school movement; Mgr. Dévaud and the activity school movement in Belgium: the Decroly system; Mgr. Dévaud's education for the milieu and the progress of his system. (IBE)

37 C BIOGRAPHY OF EDUCATIONISTS

ROJAS, Armando. *Ideas educativas de Simón Bolívar*. 2nd ed. Caracas and Madrid, Ediciones EDIME, 1955. 218 p., bibl., phot., app. — Thanks to his professional responsibilities while head of the Liceo Simón Bolívar and to opportunities of probing the sources of his subject during educational missions on behalf of the Venezuelan government, the author has been able to give a documented account of Bolívar's ideas on education. The main chapters concern: the influence of Rousseau and of Bolívar's teacher, Simón Rodríguez; Bolívar and Lancaster; the education of Bolívar's nephew; Bolívar and Bentham; the educational tenets of "el Libertador"; his attitude to the problem of teaching religion and ethics. (IBE)

37 D BIBLIOGRAPHY

INTERNATIONAL BUREAU OF EDUCATION. *Annual Educational Bibliography, 1955*. Geneva, I.B.E., publication No. 178, s.d. 83 p., ind. — The collected bibliographies of the chief educational publications which were incorporated in the International Education Library in 1955 and grouped according to the ten large divisions of the decimal classification plan adopted by the International Bureau of Education. Listed under a special heading "Connected Questions" are publications dealing with problems which are more or less closely connected with education. (IBE)

37 D BIBLIOGRAPHY

FRANCE. CENTRE NATIONAL DE DOCUMENTATION PÉDAGOGIQUE. *Bibliographie pédagogique 1951-1952*. Paris, S.E.V.P.E.N., publication No. 136 D.P., s.d. 225 p. — An annotated bibliography concerning the main articles which appeared in the educational reviews published in the French language during 1951 and 1952. (IBE)

37 E EDUCATION TEXTBOOKS, REFERENCE BOOKS

MACAIRE, F. & RAYMOND, P. *Pédagogie du maître africain*. Issy-les-Moulineaux (Seine), Les Presses Missionnaires, 1956. 382 p. — This textbook for the use of African school teachers consists of three parts dealing respectively with education in general, the way to teach different subjects, educational psychology. (IBE)

37 E (42) REFERENCE BOOKS — 37 A (42) EDUCATION IN THE UNITED KINGDOM

Schools 1957. A directory of the schools in Great Britain and Northern Ireland. 34th ed. London, Truman & Knightly (1957). 887 p., fig. — A guide containing information with regard to schools' and parents' associations, a directory of the schools in Great Britain and Northern Ireland arranged in alphabetical order of their counties and towns, a list of boys' Public Schools, notices concerning scholarships, exhibitions, etc. (IBE)

37 E (71) REFERENCE BOOKS (CANADA) — 37 A (71) EDUCATION IN CANADA

L'ASSOCIATION CANADIENNE DES EDUCATEURS DE LANGUE FRANÇAISE. Répertoire des institutions canadiennes d'enseignement français. Québec, Editions "L'ACELF". 828 p. — A list of French language schools, convents, universities and other educational institutions in Canada, with particulars regarding their administration, educational facilities, etc. (IBE)

37 G YEARBOOKS — 37 A COMPARATIVE EDUCATION — 379.96 STATISTICS

International Yearbook of Education 1956. (Vol. XVIII). Geneva, International Bureau of Education, publication No. 180; Paris, Unesco, 466 p. — Based on reports from the Ministries of Education this general picture of educational progress in the world includes accounts concerning each of 71 countries and gives an idea of the main educational developments which took place in these countries during the year under review. The volume also contains a list of leading officials in the Ministries of Education as well as statistics regarding educational finance, staffs and enrolments. (IBE)

37 I MISCELLANIES — 37 B HISTORY OF EDUCATION — 370.46 EDUCATIONAL PSYCHOLOGY

ACTA UNIVERSITATIS SZEGEDIENSIS (edited by TETTAMANTI, Béla and others). *Pedagógia és Pszichológia*. Szeged, Hongrie, 1956. 170 p., ill. — A pamphlet containing articles on the following subjects: I. Education and culture in the Greek city-states both at the time of the latter's prosperity and during the decline; II. The plasticity of the nervous system and the capacity of being taught; III. A new apparatus for measuring the time of reaction; IV. François Kereszturi, a Hungarian doctor of the 18th century who lectured in anatomy and surgery at the Moscow University; V. Jules Schvarcz, the great Hungarian cultural reformer of the 19th century. (IBE)

37 L (45) LIBRARIES AND EDUCATIONAL MUSEUMS — 37 P (45) INSTITUTES CONCERNED WITH EDUCATION AND RESEARCH (ITALY)

I centri didattici nazionali. Roma, Ministero della pubblica istruzione, 1956. 93 p., pl. — Information concerning the national educational centres, that is, the constitutional bodies set up to study the solution of educational problems, organize experimental schools, provide further training courses for teachers, arrange for collaboration between the school and the family, institute libraries, bibliographical and documentation services, etc. Particulars are given as to the enactments and decrees under which these centres are constituted as well as accounts of the respective types of work performed by them. (IBE)

370 THEORY OF EDUCATION — 37 C BIOGRAPHY OF EDUCATIONISTS

BOYD, William. Emile for Today. The Emile of Jean Jacques Rousseau. London, etc., William Heinemann Ltd. (1956), 198 p. — This book is an English translation of the principal chapters of Emile, with preface and notes by the book's author and publisher. (IBE)

370 THEORY OF EDUCATION — 37 C BIOGRAPHY OF EDUCATIONISTS

KOMENSKY, Ian Amos (Comenius). Izbrannyye pedagogichieskie sochineniia (Selected Educational Writings). Moskva, Gossoudarstvennoe Ouchienopedagogichieskoie izdatielstvo Ministierstva prosviechtchieniia RSFSR, 1955. 651 p., phot., ind., app. — A selection from the writings of Comenius. The first part of the book comprises important extracts from the

"Labyrinth" as well as the works entitled "The Great Didactic" and "The Forerunner of Universal Wisdom"; the second part contains writings connected with the period of Comenius' educational activity in Hungary as well as his treatise, written at Amsterdam, "The Way Out of Scholastic Labyrinths". (IBE)

370 THEORY OF EDUCATION

STASZIC, Stanislaw. *Pisma i wypowiedzi pedagogiczne* (Writings and Reflections on Education). Wrocław, Zakład imienia Ossolińskich Wydawnictwo polskiej Akademii nauk, 1956. 233 p., app. — Extracts from the writings of Staszic, the Polish educator of the late 18th and early 19th centuries. A portrayal of his ideas on education, ideas which owed their origin to a philosophy produced by observation and psychological causes and which were manifested in his educational plans with regard to research and organization. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 371.42 SCHOOL REFORM

FERRIÈRE, Adolphe. *Come educare i nostri figli. Appello a genitori e insegnanti*. Firenze, "La nuova Italia", 1956. 371 p. (Educatori antichi e moderni CIX). — Italian translation, by Bruno Betta, of the book "Nos enfants et l'avenir du pays" which was published in 1942 (see Bulletin No. 64). (IBE)

370.4 EDUCATION AS A SCIENTIFIC DISCIPLINE

DERBOLAV, Joseph. *Die gegenwärtige Situation des Wissens von der Erziehung*. Kritischer Sammelbericht zur Pädagogik und ihren Grenzgebieten. Bonn, H. Bouvier u. Co. Verlag, 1956. 72 p. — A survey of the material means available for educational research (dictionaries, statistics, textbooks, bibliographies comparative studies, yearbooks) and an analysis of contemporary literature dealing with this branch of study. By defining and comparing the fundamental characteristics of the different conceptions the author is able to review the present state of the science of education both in an abstract way and in relation to associated sciences such as psychology, sociology, biology, psychiatry and jurisprudence. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

GARRISON, Karl & GRAY, J. Stanley. *Educational Psychology*. New York, Appleton-Century-Crofts, 1955. 505 p., fig., bibl. — The authors review the results of many years' experimental work with teaching methods and the study carried out during the last few decades in the matter of educational psychology. The latter's development is seen to be characterised by the following tendencies: (a) the growth in the importance of scientific data; (b) the increasing role, in connection with educational problems, played by scientific research; (c) the primary importance attached to the development of the individual child, considered as a separate entity; (d) the recognition of the dynamic nature of the individual. (IBE)

370.47 SOCIOLOGY AND EDUCATION

BARONI, A. *Problemi di pedagogia sociale*. Brescia, Società editrice "La Scuola", 1955. 141 p. — Today in Italian schools at which future social workers, welfare and others, are trained, there is a marked tendency to give students instruction in the American "case work" method. In this book a professor in education expresses his fear lest psychological influences produce a hardening effect in methods of social work, activity which should evoke the worker's effort to educate. The author would like to see in social training for the task of raising the individual, task essentially that of "case work", not only the influence of psychology but also that of basic educational principles. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 131 PSYCHOANALYSIS — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ERIKSON, Erik H. *Kinderheit und Gesellschaft*. Zürich, Pan-Verlag, 1957. 389. — The German translation, by Marianne von Eckard-Jaffé, of "Childhood and Society" which was first published in 1950 (see Bulletin No. 102). (IBE)

370.47 SOCIOLOGY AND EDUCATION — 371.011 (44) BOARDING SCHOOLS —
371.93 (44) MORALLY HANDICAPPED (FRANCE)

FRANCE. MINISTÈRE DE LA JUSTICE. *La pédagogie du groupe dans les internats*. Extraits des travaux de la VIII^e Session d'Éducateurs. Vaneresson, Centre de formation et d'études de l'éducation surveillée, 1955. 146 p. — A double preliminary inquiry carried out among the directors of supervised education establishments and future participants in the session to serve as a working basis for three committees who will study the following subjects: the criteria of discrimination and the composition of groups; the influence of the educator on the group; the influence of the group on the minor. The conclusions of the session will supplement the most recent data of the psychosociology of restricted groups and of sociometry. Summary of the evolution of the idea of the group in boarding schools, groups in establishments of supervised education (I, extracts from the directors' reports; II, extracts from the educators' reports), committees' reports. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 371.02 Education in the Home

SPECK, Otto. *Kinder erwerbstätiger Mütter*. Ein soziologisch-pädagogisches Gegenwartsproblem. Stuttgart, Ferdinand Enke Verlag, 1956. 140 p., bibl. — The problem presented by mothers who accept lucrative employment and the effect of their absence from home on the education of their children constitute the subject of this analysis. The conclusion reached, essentially on the basis of the results shown by experience, is that the acceptance of employment by mothers is detrimental to family life and to the mental stability of children. (IBE)

370.9 (73) FUNDAMENTAL EDUCATION — 371.294 (73) COMMUNITY SCHOOLS —
371.98 (73) EDUCATION OF DIFFERENT RACES (UNITED STATES)

ORATA, Pedro T. *Fundamental Education in an American Community*. (Washington), Department of the Interior, Bureau of Indian Affairs, 1953. 220 p. fig., tabl. — An account of the work carried out in 1936-1937 by the author and his staff on the Pine Ridge Indian reserve (South Dakota) where Dr. Orata had been sent by the Indian Service of the United States. The account is presented in four parts: (a) School-community projects; (b) education of children and parents; (c) leadership training; (d) evaluating the year's work. (IBE)

371.016 (73) PRIVATE SCHOOLS — 371.454 (73) QUAKERISM (UNITED STATES)

JONES, R. Bruce. *Greene Street Friends Schools, 1855-1955*. Germantown, Philadelphia, Greene Street Friends School, 1955. 115 p., fig., ind. — The story of a small Quaker school from its beginning to the present, as seen through records of monthly meetings and the memories of some of its students and teachers. (IBE)

371.02 EDUCATION IN THE HOME

BRULÉ, Hélène. *Parents modernes pour enfants modernes*. Paris, Hachette, 1956. 111 p., fig. — A warning to the parents of today reminding them that their children's world will be different from theirs and that they must try and help their children to develop independently instead of along lines mapped out beforehand. After referring to a few aspects of child psychology and to the many problems which arise first during the school-going period and then during adolescence the writer endeavours to show the extent to which education is in harmony with the numerous realities of everyday life (restricted space in homes, etc.). Modern parents have a duty to create in the home an atmosphere of frankness and warmth, where their children, continually disturbed by new ideas, can always find the understanding necessary for complete development. (IBE)

371.02 EDUCATION IN THE HOME — 613.95 CHILD CARE

FERRÉ, A. and REVAULT D'ALLONNES, M. H. *Pour mieux élever nos enfants*. Les connaître, les comprendre. Paris, Ed. Bourrellier, 1956. 120 p., fig., bibl., glossary. — This guide for parents has a chapter corresponding to each period of childhood. Attention is drawn to the critical stages associated with the passing from one phase to another and parents are particularly persuaded to understand their children better and for that purpose to make the necessary effort. (IBE)

371.026 RELATIONS BETWEEN HOME AND SCHOOL

UNION INTERNATIONALE DES ORGANISMES FAMILIAUX.
Les relations entre parents et maîtres. (Problèmes familiaux dans le monde). Paris. U.I.O.F. (1956). 35 p. — Collected articles on cooperation between the home and the school. (IBE)

371.026 (47) RELATIONS BETWEEN HOME AND SCHOOL (U.S.S.R.)

JOURINE, B. I. **Roditielskaia obshchestvennost v pomoshch chkolie po kommunisticheskomy vospitaniu detei.** Moskva, Gosudarstvennoe Outchiebno-pedagogicheskoe izdatelstvo Ministertva prosviechcheniia RSFSR, 1952. 175 p., fig., app. — Educational problems at school and in the home; ways in which assistance by parents anxious to help the school actively should be organized (committees, commissions, collaboration with education departments, etc.). Supplemented by texts of laws, work plans. (IBE)

371.037 (52) YOUTH MOVEMENTS (JAPAN)

JAPANESE NATIONAL COMMISSION FOR UNESCO. **Youth Work in Japan 1955.** Tokyo, 1956. 129 p., fig. — The present situation of the youth of Japan: educational and cultural activity, social work, services for welfare and re-education, industry and work, national agencies for coordination, youth movements. (IBE)

371.037 YOUTH MOVEMENTS — 37 C BIOGRAPHY OF EDUCATIONISTS

WADE, E. K. **27 Years with Baden-Powell.** London, Blandford Press (1957). 180 p., fig., bibl., ind. — These pages written by the woman who was the private secretary of the scout movement's creator throw a new and personal light on the life and ideas of Lord Baden-Powell. With its detailed description of events and their effect, happy or otherwise, on the life of the founder, this account really retraces the history of the movement itself, from its inception up to the present time. (IBE)

371.12 (438) TRAINING OF TEACHERS (POLAND)

KOZTOWSKI, Józef. **Praktyka uczniów liceum pedagogicznego.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1956. 190 p., app., bibl. — The organization of practical work to be performed by teacher trainees. Proposed legal provisions. (IBE)

371.12 (42) TRAINING OF TEACHERS — 37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

MILLINGTON, Roy. **A History of the City of Sheffield Training College.** Sheffield, City of Sheffield Training College, 1955. 103 p., pl., bibl., app. — A complete history of the Training College at Sheffield, from the time of its foundation up to the present; in the life of the college, closely linked to that of the town, the reader follows the latter's educational development. (IBE)

371.12 TRAINING OF TEACHERS

PEETERS, Albert & PEETERS, Félix. **Le professeur d'enseignement moyen.** Liège, Georges Thone. 1955. 118 p. — A small guide intended to describe his chosen profession to the future teacher whose studies have not perhaps revealed all the pitfalls in store. Since every society is the reflection of its schools very great importance should be attached to the training of secondary teachers, who play a decisive role in the education of the man of tomorrow. (IBE)

371.16 ROLE AND POSITION OF THE TEACHER

BUCK, J. M. de. **Casi de coscienza dell'educatore.** Milano, Società editrice Vita e Pensiero, 1955. 187 p. — The Italian translation, by A. M. Bonicelli, of "Education à la dérive" first published in 1953 by Desclée de Brouwer. (IBE)

371.17 THE TEACHER'S LIFE. MEMOIRS AND CONFESSIONS — 37 K LITERARY WORKS HAVING SCHOOLS AS THEIR THEME

CLOT, René-Jean. **Le bleu d'outre-tombe.** Roman, Paris, Gallimard (1956). 304 p. — This portrayal of the atmosphere in a communal school gives a miniature

picture of contemporary French society in which educational ideas and differing ideologies come together and clash. In voicing the opinions of teachers, the principal, parents and pupils, the writer seems to be relating a personal experience. (IBE)

371.196 SCHOOL PSYCHOLOGISTS — 377.912 PSYCHOLOGICAL CLINICS

WALL, W. D. (Ed.) *Psychological Services for Schools*. Hamburg, Unesco Institute for Education, 1956. 150 p., bibl. (Publication No. 3). — A study on school psychology (account of psychological aid to schoolchildren, present ideas and trends concerning the subject, the position in different European countries); the report and recommendations of the group of experts appointed to make this study concern the following matters: the system and numerous tasks of the school psychology services for the different educational levels, such tasks as pupil guidance, the detecting of backward or problem children, collaboration in the drawing up of syllabuses, vocational guidance, establishing of contacts between the school and the home, etc.; the responsibilities of the school psychologist and his training. (IBE)

371.262 EXAMINATIONS — 377.922 EDUCATIONAL GUIDANCE

MARTÍN, Isidoro. *El mito de las oposiciones*. Madrid, Colegio Mayor Universitario de San Pablo, 1955. 60 p. — Collected articles on the different kinds of disadvantages pertaining to "oposiciones" (competitive examinations) which could profitably, in the author's opinion, be replaced by "preparatory and vocational-selection schools. It would then be for teachers, who are continually in contact with pupils, to decide which candidates are best suited for continuing their studies and for occupying, after graduation, positions now filled by means of competitive examinations. (IBE)

371.266 PSYCHOLOGICAL TESTS (CHARACTER)

BUSEMANN, Adolf. *Der Aufzähltest*. Untersuchungen über die Erlebniswelt gesunder und neurotischer Kinder. Basel, Ernst Reinhardt Verlag, 1955. 174 p. — The principle and method of the "Aufzähl-Test" which was devised by the author and consists of asking the subject to enumerate all the things coming into his mind during ten minutes. An account, with many examples, showing the possibilities of this test for penetrating a child's "Weltbild" and thus detecting psychic anomalies (neurosis, psychopathy, etc.). The work will serve as a textbook for anyone wishing to use this form of diagnosis in addition to experimental methods, statistics and psychological tests. (IBE)

371.329 TEXTBOOKS

Faut-il supprimer les manuels scolaires? Paris, Editions Fleurus, undated. 127 p. (separated from No. 66 of the review "Educateurs"). — A pamphlet composed of several articles expressing contrary views. Some of the authors, who appreciate its composition, support the textbook as a teaching aid; others would like to see textbooks replaced by notes and they tell of the difficulties encountered in connection with "activity methods". (IBE)

371.365 USE OF MUSEUM

DREYFUS-SEE, Geneviève. *L'utilisation des musées à l'école active*. Paris, Les presses d'Ile de France, s.d. 31 p. (L'école nouvelle française). — Examples are given illustrating, in connection with activity methods, the use made of museums: historical and archeological museums, ethnographical, natural history, technical, scientific, art. Ideas, suggestions and experiences concerning children's reactions on visiting museums for the first time. (IBE)

371.42 SCHOOL REFORM

CALÓ, Giovanni. *Per il rinnovamento della scuola*. Scritti e discorsi. Firenze, Centro didattico nazionale di studi e documentazione, 1955. 142 p. — Collected articles and speeches in which the president of the National Educational Centre gives an account of the situation concerning various types of schools and tells of certain important problems raised by educational reform. There is reference to

such matters as the following : industrial and art education, people's universities, the way to meet the difficulties associated with over-centralised administration, the proposed syllabus reform, the need for secondary teacher training, the collaboration between the school and the social services. (IBE)

371.42 SCHOOL REFORM — 37 C BIOGRAPHY OF EDUCATIONISTS

FADRUS, Viktor. *Beiträge zur Neugestaltung des Bildungswesens*. Zu seinem 70. Geburtstag herausgegeben von seinen Freunden und Schülern. Wien, Verlag für Jugend und Volk, 1956. 228 p. — In these collected studies by Viktor Fadrus, one of the pioneers of school reform in Austria, the following matters are treated : (a) education, teaching and culture; (b) the reorganization of the school system in Austria; (c) democracy, education for a national and for an international outlook; (d) the history of school textbooks and of children's literature. Together with the studies is a biographical sketch (written by J. Pazelt) and a list of the author's works. (IBE)

371.431 "ACTIVITY SCHOOL"

CATTY, Nancy. *Learning and Teaching in the Junior School*. London, Methuen & Co., 1956. 124 p., bibl. — Introduction of activity methods in schools for children between 7 and 12 years of age. After describing the fundamental interests of children at that period and indicating their difficulties at the commencement of this new stage of schooling, the writer endeavours to guide teachers in the way the different subjects should be presented. With properly directed self-education and by engaging in activity specially prepared for them, children should acquire those learning habits requiring effort and work, which are essential for the continuance of their studies. (IBE)

371.44 SYSTEMS SPECIALLY DISTINGUISHED BY THEIR SOCIAL TENDENCIES; CHILDREN'S COMMUNITIES

FÉDÉRATION INTERNATIONALE DES COMMUNAUTÉS D'ENFANTS. *Compte rendu des Journées d'Etudes 1955*. Association nationale des communautés d'enfants. Paris, Sudel, 1956. 94 p. (Supplement to the 1956 October number of "Les Cahiers de l'enfance inadaptée"). — Texts of the addresses and reports presented to the different commissions appointed to study the following matters : (a) the teacher, member of a council of administration; (b) the teacher-principal; (c) the teacher-bursar; (d) the class teacher; (e) the teacher-leader; (f) the teacher receiving in his class the children of a community. At the back of the book are figures showing the expenses for a whole year and the fee per day. (IBE)

371.73 PHYSICAL EDUCATION

LAMA, Ernesto (Ed.). *Pedagogia e didattica dell'educazione fisica*. Firenze, Edizioni Giuntine, 1955. 166 p. Ten collected articles by Italian educators on the educational value of physical training. On the assumption that moral training and discipline cannot be separated from physical training and discipline, a theory is evolved, which rests upon a comprehensive conception of the individual.

371.73 PHYSICAL EDUCATION — 377.911 PROBLEM CHILDREN

POISSON, Jean. *La rééducation psycho-motrice appliquée à l'école primaire de 1947 à 1954*. Extraits de la "Revue de l'éducation physique", année 1955. Liège, 1955. 92 p. — Reflections on the importance of movement in the treatment of problem children. On the assumption that there is no need for special exercises and that movements should be adapted to suit this class of children and individual cases, a method is described, which is based upon all the various types of movement used in gymnastics. Examples are given to illustrate, both from the psychological and physical points of view, these different types : coordination, balance, expansion, sectional gymnastics, rhythm, etc. (IBE)

371.73 PHYSICAL EDUCATION — 37 B HISTORY OF EDUCATION

GENST, H. de. *Histoire de l'éducation physique. Tome III. Amérique latine «Oeuvre posthume»*. Bruxelles, Fédération belge de gymnastique éducative, 1955. 47 p., bibl. — Last part, published posthumously, of a "History of Physical

Education" covering antiquity, the Middle Ages, the modern period and main contemporary trends (see Bulletin No. 94). This third volume contains studies of physical education in the following countries: Mexico, Costa Rica, Brazil, Paraguay, Argentina, Uruguay, Chile, Bolivia, Peru, Ecuador, Panama, Colombia, Venezuela and Honduras. (BIE)

371.8 THE PUPIL — 37 K EDUCATIONAL NOVELS

LORRAINE, Michelle. *L'écolier*. Roman. Editions du Seuil, 1956. 123 p. — A boy of ten, taking advantage of the temporary absence of his parents, goes to an island he could see from his school desk. This is no escapade or revolt, but the natural answer to a daily invitation set before his eyes. The four days' adventure, presented here through the child's own impressions, is one of physical, mental and moral self-discovery. The thoughts induced in him by events with the logic of childhood, are all steps towards this awakening consciousness, which is the result of enforced adaptation to new circumstances and is achieved spontaneously in the joy of living. (BIE)

371.862 CHILDREN'S BOOKS

BARGELLINI, Piero. *Canto alle rondini*. Panorama storico della letteratura infantile. Firenze, Vallecchi, 1964. 205 p., pl. — Real books for children were unknown in antiquity, the Middle Ages and a good part of the modern period. The history of real children's literature begins with the liberal middle classes who attributed to the child a life, world and requirements of his own and imprinted their conceptions on their children's books: didactic and moralizing books at the beginning of the XIXth century: stories glorifying family, sentiment, country, charity and thrift; novels about little outcasts and the poor, about sad, misunderstood children—according to the spirit of the particular period. The author is mainly concerned with Italian books, although he does refer to the great works of world literature for children. (BIE)

371.862 CHILDREN'S BOOKS

Dietskaia litieratoura i voprossy mastierstva. Moskva, Gossoudarstviennoie izdatielstvo dietskoï litieratoury Ministierstva prosviechtcheniia RSFSR, 1956. 230 p. (Children's book publishers.) — Critical studies of illustration in children's books; contains analysis of the psychological reactions of children to the various types of books written for them. (BIE)

371.90 HANDICAPPED CHILDREN — 371.02 EDUCATION IN THE HOME

KOHLER, C. et Al. *L'enfant arriéré dans sa famille*. Principes éducatifs et applications pratiques. Paris, Centre d'Activités Pédagogiques (1956). 222 p. — Work of a team of doctors and sociologists seeking primarily to give precise and practical information to the parents of backward children, so that they may carry on at home the work of doctors and educators dealing with their children. Concrete information and short description of a series of easy exercises. (BIE)

371.911 THE BLIND

ZIEMTSOVA, M. I. *Ponti kompensatsii sliepoty v protsessie poznavatielnoï i trondovoï dietiatielnosti*. Moskva, Izdatielstvo Akadiemii pedagoghitchieskikh naouk RSFSR, 1956. 419 p., bibl., fig., diagr. (Institute for the study of deficiency of the Academy of Educational Sciences in the RSFSR). — Study of practical research into special education for the blind and ways of compensating for blindness. The author bases his method on that of Pavlov, and brings out the importance of the "second system of signalling" in making up for sight deficiency. The work also deals with the practical organization of teaching for the blind and with their vocational training. (BIE)

371.93 MORALLY HANDICAPPED, YOUNG DELINQUENTS

CANNAT, Pierre. *La prison-école*. Paris, Librairie du Recueil Sirey, 1955. 190 p. — Lectures given to men and women educators from the Reformatory School at Fresnes, by a magistrate who is assistant director of the reformatory administration. The work sets out the creation, development, organization and

methods of the prison school, ways of carrying out observation and problems concerning staff and the social re-education of the prisoners. Description of several prison schools existing in Europe and the United States. (BIE)

371.93 MORALLY HANDICAPPED, YOUNG DELINQUENTS

GLUECK, Sheldon et Eleanor. *Délinquants en herbe*. Sur les voies de la prévention. Traduit de l'américain par M. Verdun, Lyon et Paris, Vitte, 1956. 274 p. — Translation of the book first published in New York in 1952, by Harper and Brothers, under the title of "Delinquents in the Making". (IBE)

371.93 MORALLY HANDICAPPED, YOUNG DELINQUENTS — 37 K EDUCATIONAL NOVELS

MIPE, Jacques. *Des Terre-Neuve pour la Justice*. Paris, Les Editions Ouvrières, 1956. 155 p. — A summary, presented in the form of a story, of the problem of officers in charge of supervised freedom and their relationships with their young charges on the one hand, and with the judicial machinery on the other hand. The examples, taken from the daily and discouraging reality of juvenile delinquency, seek to show how difficult and delicate is the task of those who wish to help the young to regain their full liberty. (IBE)

371.98 EDUCATION OF DIFFERENT RACES

HIRAM, Ben. *L'éducation des peuples de couleur par les blancs*, considérée du point de vue maçonnique. Lyon, Paul Derain. 1956. 79 p., ill., app. — A brief historical account of the cultural relationships between Europe and the peoples under her tuition throughout the centuries, and a summary of a new conception of these relationships : to give to each nation an education adapted to its mentality and economic situation. (IBE)

372 PRIMARY EDUCATION — 375.05 CURRICULA

CHARDON, P. et al. *Le Cours Moyen*, le cours supérieur. Paris, Editions Bourrelier, 1957. 217 p., bibl. (Cahiers de pédagogie moderne, série : Les étapes scolaires). — Directives and practical advice on the curriculum in general and on the way the chief subjects should be taught. Comparison between the years of the intermediate course, which provide a stage in the child's school career perfectly adapted to collective life, and those of the senior course where the scholar, himself in full evolution, can be trained to do personal work with a view to the individual and social development of his personality. (IBE)

372 PRIMARY EDUCATION — 371.30 TEACHING PRINCIPLES

WINGO, G. and SCHORLING, Raleigh. *Elementary-School Student Teaching*. 2nd. ed. New York, London, etc., McGraw-Hill Book Co., 1955. 452 p., fig. — A professional guide especially for the use of student teachers, dealing with the theory and practice of education : the aims of elementary or primary teaching as they relate to the principles of child development; the guidance function of the primary school; extra-scholastic activities considered in relation to the whole educational programme; problems arising from such situations as the co-existence of slow and gifted pupils in the same class, or from the inadequate equipment of certain schools; the adaptation of syllabuses to the individual needs of pupils; the appraisal of school results; discipline; pupil guidance; teaching methods; audio-visual techniques, etc. (IBE)

372 (438) PRIMARY EDUCATION — 371.30 TEACHING PRINCIPLES (POLAND)

OKOŃ, Wincenty. *Zarys dydaktyki*. Warszawa, Państwowe zakłady wydawnictw szkolnych, 1956. 219 p., bibl., app. — Aims, procedures, principles and methods of teaching, subject matter studied in the primary school, homework, combined classes, organization of teachers' work. An appendix contains school regulations, curricula, official texts. (IBE)

372.21 PRE-SCHOOL EDUCATION

Materiały do metodyki wychowania przedszkolnego. Warszawa, państwowe zakłady wydawnictw szkolnych, 1956. 372 p. — Collected articles concerning

pre-school education in its different forms : the home and preparation for the school-going period, physical exercise, the mother tongue in the home, play, the child and nature, occupations of a technical and aesthetic kind, hygiene, etc. (IBE)

372.21 (73) PRE-SCHOOL EDUCATION (UNITED STATES)

MOUSTAKAS, Clark E. & BERSON, Minnie Perrin. *The Nursery School and Child Care Center. A Parents' and Teachers' Guide.* New York, Whiteside and William Morrow, 1955. 222 p., bibl. — A description of the different types of nursery schools and day nurseries in the United States at the present time. Numerous data concerning these establishments and the training of staff. (IBE)

372.6 ARITHMETIC (INITIATION)

BRACHET, François; CANAC, Henri; DELAUNAY, Eugène. *L'enfant et le nombre. Eléments pour une pédagogie de calcul élémentaire.* Paris, Didier, 1955. 127 p. (L'actualité pédagogique). — Outline of a method and progressive introduction to arithmetic. While the examples given do not purport to exhaust the subject there is here a definite contribution to the teaching of fundamental mathematical principles. (IBE)

372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES

DUQUET, Pierre. *L'enfant imagier.* Neuchâtel et Paris, Delachaux & Niestlé, 1956. 78 p., ill. (Collection : "Techniques de l'éducation artistique"). — The employment of some simple teaching aids which correspond to modern art education of an "activity" nature : scrap paper, tar-lined paper, mosaics, stained glass, etc. (IBE)

372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES — 375.72 PLASTIC ARTS

MACKENZIE, Isabel. *The Why and How of Child Art.* Sydney, etc., Angus and Robertson, 1955. 55 p., pl., fig., bibl. — In these pages, addressed above all to parents, who are given practical advice and suggestions based on wide experience, the writer points out the importance of the child's creative instinct and why art education of a comprehensive nature is necessary. (IBE)

372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES, VARIOUS GAMES

Gesellschaftsspiele in Kindergarten und Familie. Berlin, Volk und Wissen Volkseigner Verlag, 1956. 115 p., fig. — A description of children's games which are classed according to their educational role. Games intended mainly : (a) to develop the senses; (b) to fix the child's knowledge; (c) to develop concentration and the reactive instinct. (IBE)

373 (44) SECONDARY EDUCATION (FRANCE)

DESKA, Noel. *Un gâchis qui défie les réformes, l'enseignement secondaire.* Paris, Les Editions du Scorpion, 1956. 188 p. (Collection Alternance). — After referring to the former aim of secondary education in France, that is, the training of an "elite", of an "Honest Man", the author attempts to define the present conception of culture. Studies which previously set the stamp on a man have become hazardous, a prey to the concepts of efficiency and practical sense. According to the author, it is necessary to form for future society a select nucleus by adapting secondary education *ab initio* to the demands of society, make a practical and systematic study of human activity, in short, try to restore a philosophy and an ideal to youth while helping it to explore civilisation's intellectual horizons. (IBE)

373.52 (4971) AGRICULTURAL TRAINING (YUGOSLAVIA)

PETROVIČ, Stojan. *Sto godina poljoprivrednih škola u Srbiji 1853-1953.* Beograd, Zadrzna knjiga, 1956. 211 p., fig. — A detailed account of agricultural training in Serbia from the opening of the first agricultural school at Topčider in 1853 until the inauguration of the second faculty of agriculture at Novi Sad in 1954. At the beginning of the book is a survey of the changing economic, social and cultural conditions in Serbia between 1853 and 1953. (IBE)

373.54 (42) INDUSTRIAL AND TECHNICAL TRAINING — 373.7 (42) APPRENTICESHIP — 377.94 (42) VOCATIONAL GUIDANCE — 378.61 (42) POLYTECHNICAL SCHOOLS (UNITED KINGDOM)

DENT, H. C. (Ed.) **The Year Book of Technical Education and Careers in Industry 1957.** London, Adam and Charles Black. 1.008 p. — The first number of a yearly reference book containing all necessary information on technical and scientific training at colleges and universities and concerning the avenues open to young people who do this training; description of the different industrial careers, with particulars as to preliminary requirements, the length of courses and regarding future opportunities; other information including the names of organizations, national councils and other bodies concerned with technical, scientific and agricultural training, a list of the private, nationalised and governmental establishments providing organized instruction, etc. (IBE)

374 (493) ADULT EDUCATION — 027 (493) LIBRARIES (BELGIUM)

VAN AELBROUCK, André. **Education populaire et bibliothèques publiques.** Bruxelles, Editions de la Librairie Encyclopédique, 1956. 182 p., bibl. — In this work the author, with the aid of copious literature on the subject, first traces the history of popular education and public libraries in Belgium, with a study of their development both from the social and psychological points of view, and then seeks to draw general conclusions offering fresh prospects for the future. (IBE)

375.0 (73) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM (UNITED STATES)

SAYLOR, J. Galen & ALEXANDER, William M. **Curriculum Planning for Better Teaching and Learning.** New York, Rinehart & Co., cop. 1954. 624 p., bibl., fig. — In this detailed examination of the problems concerning primary and secondary curricula in America, a study is made of the theories propounded in the matter and of prevailing United States practices. The authors emphasise how important it is for teachers and school administrators to revise continually their ideas on curricula, particularly during this educational era of intensive experimentation, a period marked by efforts to adapt schooling to youth's present needs. (IBE)

375.101 TEACHING OF LANGUAGES; SPEECH TRAINING

ENGLISH SPEAKING BOARD. **English Speech.** Volume Three. Liverpool, 1956. 64 p. — The yearly booklet published by the English Speaking Board, a body for encouraging the people to cultivate their English speech. Particulars concerning the organization's aims, membership, branches and examinations, as well as several articles on correct speech. (IBE)

375.106 (47) LITERATURE (U.S.S.R.)

OZIEROVA, A. A. N. G. **Tchernychevsky.** Moskva, Gossoudarstviennoe Outchiebno-pedagoghitchieskoie izdatielstvo Ministierstva prosviechtchieniia RSFSR, 1956. 181 p., bibl. — A guide for teachers called upon to present the life and works of Tchernychevsky, a professor, author and literary critic. The latter's novel "What is to be done?", in which are eulogised those who decide to give up worldly benefits in order by study and work to devote themselves to the good of others, is the counterpart of Turgenev's "Children and Parents". (IBE)

375.106 (47) LITERATURE (U.S.S.R.)

SPASSKAIA, K. P. & CHPIET, S. G. **Metoditchieskie oukazaniia k prepodavanioi literatoury v X klassie.** Moskva, Gossoudarstviennoe Outchiebno-pedagoghitchieskoie izdatielstvo Ministierstva prosviechtchieniia RSFSR, 1955. 304 p., app., bibl. — Indications as to the method of teaching literature in the 10th grade. The passages given in the examples are taken from the works of M. Gorki, M. Cholokhov, N. Ostrovsky and A. Fadiev. (IBE)

375.12 MOTHER TONGUE — 37 N CONGRESSES

La didattica della lingua nella scuola primaria. Atti del Convegno nazionale, 1955. (Roma), Archivio didattico, pubblicazioni a cura dei Centri didattici na-

zionali, undated. 177 p. — The work of the congress summoned in Rome in 1955 under the auspices of the National Educational Centre. The subject being the teaching of the mother tongue, those taking part heard addresses on different aspects of the question — the psychology of linguistic expression, the transition from dialect to language, the oral preparation of composition, the correction of written work, etc. — after which several primary teachers gave an account of their teaching experience in the matter. (IBE)

375.12 (47) MOTHER TONGUE (U.S.S.R.)

BOUBLIEIEVA, N. A. (Ed.) *Voprosy metodiki prepodavaniia russkovo iazyka v V-VII klassakh*. Moskva, Izdatelstvo Akademiï pedagogicheskikh nauk RSFSR, 1956. 144 p. graph. (Leningrad Educational Research Institute). — In this guide for teachers of the Russian language in the 5th, 6th and 7th grades, the authors relate their experiences and describe the methods which permit the assimilation of grammatical rules at the same time as additional words of the vocabulary; it is claimed that mistakes are generally due to a 'time lag' in putting theory into practice. (IBE)

375.12 (47) MOTHER TONGUE (U.S.S.R.)

SYROIETCHKOVSKAIA, E. A., CHEININA, M. S. *Metodicheskie onkaniia k prepodavaniiu russkovo iazyka vo II klassie*. Moskva, Gossoudarstvennoe Outchiebno-pedagogicheskoe izdatelstvo Ministierstva prosviechtchienia RSFSR, 1956. 183 p. — Indications concerning the methods of teaching Russian in the 2nd grade, with a detailed programme for each lesson. (IBE)

375.3 MATHEMATICS

PUIG ADAM, P. *Didáctica matemática eurística*. Madrid, Instituto de formación del profesorado de enseñanza laboral, 1956. 136 p., phot. fig. — In this work the author, who occupies the chair of methodology at the Madrid University's faculty of science, takes as basis the heuristic method and proceeds to evolve the schema of twenty lessons in arithmetic, algebra and geometry, in accordance with tests relative to mathematics teaching, organized under his direction at one of Madrid's secondary schools. One chapter is devoted to the question of employing local subject matter for mathematics teaching. (IBE)

375.33 ALGERIA — 370.46 EDUCATIONAL PSYCHOLOGY

MULLER, Lydia. *Recherches sur la compréhension des règles algébriques chez l'enfant*. Neuchâtel et Paris, Delachaux & Niestlé, 1956. 242 p. (Thesis for doctor's degree). — An experimental analysis, based on the method of interrogation, concerning the child's understanding of the rule of signs. As a result of this study it is possible to follow the progress of the notion in the child's mind, demonstrate the role of practice and provide matter for the working out of a mathematics teaching programme; simple exercises, actual games involving the rule of signs assist the child, in the author's view, to grasp the first algebraical notions and even to continue with the study of mathematics. (IBE)

375.40 SOCIAL STUDIES — 375.106 LITERATURE — 375.75 MUSIC

TOOZE, Ruth & KRONE, Beatrice Perham. *Literature and Music as Resources for Social Studies*. Englewood Cliffs, Prentice-Hall, 1955. 456 p., fig., mus., bibl. — Inspired by the fundamental importance of social studies in connection with the question of international understanding, the authors point out the wealth of knowledge which can be gleaned for this subject in the folk literature and music of the different continents. The information given in the book includes several bibliographies, various examples, songs with their accompaniments, etc. (IBE)

375.41 GEOGRAPHY

BARANSKY, N. N. *Otcherki po chkolnoi metodike ekonomicheskoi gheografii*. Moskva, Gossoudarstvennoe Outchiebno-pedagogicheskoe izdatelstvo Ministierstva prosviechtchienia RSFSR, 1955. 319 p., maps, graph., app. — A book concerning the teaching of economic geography, with at the end an article on the training of special teachers of the subject. (IBE)

375.42 HISTORY TEACHING (U.S.S.R.)

EFIMOV, A. V. (Ed.) *Metodichieskoie possobie po novoi istorii «1642-1870»*. Moskva, Gossoudaratviennoie outchiebno-pedagoghitchieskoie izdatielstvo Ministertva prosviechtchienia RSFSR, 1956. 363 p. — A guide for the teaching of modern history to 8th grade classes in secondary schools. (IBE)

375.72 ART TEACHING

STERN, Arno. *Aspects et techniques de la peinture d'enfants*. Neuchâtel et Paris, Delachaux & Niestlé, 1956. 80 p. (Coll. Techniques de l'éducation artistique). — A handbook for the use of primary teachers and those, even if they have not had special training, who organize the group activity of children. Practical advice with simple rules and many illustrations show the way in which a room may be arranged for painting and cutting-out and how the art education of children can be commenced. (IBE)

375.9 TECHNIQUES TAUGHT AT SCHOOL; POLYTECHNICAL TRAINING

ENOKHOVITCH, A. S. (Ed.) *Iz praktiki politekhnitcheskovo oboucheniia* (Practical work in polytechnical training). Moskva, Izdatielstvo Akademii pedagoghitchieskikh nauk RSFSR, 1955. 128 p., fig. — (Institute of teaching methods. Articles on education). — These collected articles concerning physics teaching in secondary schools deal with practical work and its aim which is not merely to illustrate theoretical rules learnt in class but also to analyse and demonstrate the main technical and industrial applications of these rules. (IBE)

375.9 (47) TECHNIQUES TAUGHT AT SCHOOL; POLYTECHNICAL TRAINING (U.S.S.R.)

Politekhniticheskole obouchenie v chkolie. Saratov, saratovskoie knijnoie izdatielstvo, 1955. 135 p., fig., graph. — Comments by several teachers (primary, mathematics, chemistry, technical design) on 'polytechnical' work in their respective domains. The book, a sequel to that of 1954, was prepared by the district education institutes of Saratov with the aim of enabling teachers to improve their standards. (IBE)

375.9 (47) TECHNIQUES TAUGHT AT SCHOOL; POLYTECHNICAL TRAINING (U.S.S.R.)

ZAITCHENKO, P. A. *Metody oboucheniia v sovietskoi politekhniticheskoi chkolie*. Tomsk, Izdatielstvo Tomskovo ouniviersiteta, 120 p. — Classification of the methods used in polytechnical training, with a study of the latter's psychological aspects. From the descriptions of some of the methods one is convinced of the extremely complex nature of this relatively new branch of education, quite distinct from vocational training. (IBE)

376.7 ADOLESCENCE — 377.255 SEXUAL EDUCATION

BODENÈS, M. & C. *Puberté*. Direction et problèmes sexuels de l'adolescence. Paris, P. Lethielleux, 1956. 158 p. (Coll. du Centre d'études Laennec). In the book's first part the physiological, psychological and moral problems arising at the puberty period of adolescence are reviewed; in the second part, under the heading "Notes for the guidance of conscience" is a summing-up of the traditionally accepted position regarding chastity. (IBE)

377.1 RELIGIOUS EDUCATION

LEFEBVRE, Havier & PERRIN, Louis. *L'enfant devant Dieu*. L'éducation religieuse de la petite enfance (3 et 5 ans). Paris, Editions de Gigord, 1956. 263 p., ill., bibl. — A book for the assistance of parents and Catholic educators in giving to the very young, by a complete avoidance of puerility, the foundation for a religious life. In this way the Christian message can be presented in an accessible form and the child's further education, always to be well within his compass, will provide an atmosphere of respect and joy, in which he will learn to approach God. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

DELLAERT, R. & CARP, E. A. D. E. *Nouvelles orientations de la psychiatrie infantile.* (Traduit du néerlandais par H. Lyckx). Lyon et Paris, Emmanuel Vitte, 1956. 189 p., glossary. — A review of the new aims and principles of child psychopathology, which are the result of clinic experience. The authors present a certain number of governing rules for the treatment of children suffering from disturbed psychical development. (IBE)

377.92 EDUCATIONAL AID — 377.911 PROBLEM CHILDREN — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ASPERGER, Hans. *Heilpädagogik.* Einführung in die Psychopathologie des Kindes für Aerzte, Lehrer, Psychologen, Richter und Fürsorgerinnen. Wien, Springer Verlag, 1956. 299 p. — The second edition, revised and enlarged, of a treatise, first published in 1952, on educational aid (see Bulletin No. 109). (IBE)

377.94 VOCATIONAL GUIDANCE

CIMATTI, Leone. *Verso la giusta strada.* Le basi dell'orientamento professionale. Roma, Arte grafica romana, s.d. 158 p. (Supplemento alla Rassegna "Orientamento professionale", Piccola guida I). — An introduction to vocational guidance: the basic principles, some information and advice concerning the questionnaires and individual records of pupils, a brief account of those aspects of vocational guidance which, in the author's view, are essential, aspects such as physical development, the vegetative process, sense perceptions, the motive factor, strength, resistance, the practical, intellectual, moral and other attributes. The author considers that vocational guidance has an educational mission to fulfil and that its role is not so much that of pointing out the one and only path to be followed but of preparing young people for the selection of their future work and making them examine themselves. (IBE)

377.94 VOCATIONAL GUIDANCE — 370.47 SOCIOLOGY AND EDUCATION

CORDELIER, Suzanne. *Les adolescents face à leur avenir.* Etudes sur les raisons de leur choix professionnel. Paris, Les Editions Sociales Françaises, 1957. 199 p. — By considering the evidence provided during the 'vocational guidance' of nearly four thousand boys and girls of the twentieth Paris district, the author makes a study of the motives which actuate adolescents in selecting future work. Well aware of the danger of taking children's avowed reasons too literally, she uses great discrimination in examining their declarations which are presented in the book such as they are. All the same she believes that the shrewd and discerning adviser will, in the subjective reasoning which is often disordered, made unconsciously and influenced by so many external factors, be able to detect reliable data as to individual propensities. (IBE)

378 (54) HIGHER EDUCATION (INDIA)

DONGERKERY, S. R. *Thoughts on University Education.* Bombay, Popular Book Depot, 1955. 170 p. — In this book about university education, the author has collected 34 articles written by himself between 1947 and 1953 on various problems connected with higher education: post-graduate study and research in India, vocational training, admission and selection of students, academic freedom, etc. (IBE)

378 HIGHER EDUCATION

GILMOUR, G. P. *The University and its Neighbors.* Toronto, W. J. Gage, s.d. 80 p. (The Quance Lectures in Canadian Education, 1954). — The texts of two lectures given by the author in October, 1954, at the University of Saskatchewan: I. The university looks at itself: the dilemma of its nature. II. The university looks outside: the nature of its dilemma. (IBE)

379.39 HEADMASTERSHIP — 370.47 SOCIOLOGY AND EDUCATION

BURTON, William H. & BRUECKNER, Leo J. *Supervision.* A social process. 3rd ed. New York, Appleton-Century-Crofts, 1955. 715 p., app., tabl.,

fig., bibl. — The third edition of a work in which the authors seek to show that theory and practice concerning headmastership are based on democratic principles, on the results of scientific research and on the effects of trends which are felt in a dynamic social order. In their opinion, the traditional basic conception of headmastership (involving training and supervision for assistants) has been replaced by the idea that supervision is a cooperative affair in which all those concerned with the growth and development of the child should collaborate. In this new edition the social process in general is dealt with briefly while there is a more detailed examination of the social process connected with group work. (IBE)

379.5 THE SCHOOL AND THE PUBLIC

STEARNS, Harry L. **Community Relations and the Public Schools.** Englewood Cliffs, Prentice-Hall, 1955. 363 p., ind. — An examination of the problem of school and community relationships with a view to better collaboration between them. On the basis of his wide experience in rural, urban and industrial centres, etc., the author examines the questions raised daily by teachers and educational authorities on the one hand and by parents, clergy, local authorities, press, trades-people, industrialists, etc., on the other hand. (IBE)

379.8 (73) SCHOOL POLITICS AND STATE PROBLEMS (UNITED STATES)

SPURLOCK, Clark. **Education and the Supreme Court.** Urbana, University of Illinois Press, 1955. 252 p., app., bibl. — Although education is not mentioned in the Constitution of the United States, interventions of the Supreme Court of Justice affecting education are becoming more and more frequent (case of conflicts concerning racial segregation in schools, repercussion in schools of the separation of State and Church, etc.). In his historical account of this evolution the author shows the effects of the Supreme Court's decisions on pupils, their parents, teachers and school administrators in the United States under: I. Questions of state and federal powers and function. II. Questions touching on the Bill of Rights. III. Questions on rights of persons raised under the fourteenth (and fifth) amendment. (IBE)

379.91 SCHOOL LEGISLATION

CENTRO DE LEGISLACIÓN Y ESTADÍSTICA. **Plan de clasificación de la legislación escolar.** Madrid, Oficina de Educación Iberoamericana, 1956. — The Ibero-American Bureau of Education in Madrid has drawn up a plan for the classification of school legislation which it has published for use by educational authorities, inspectors, and primary education administrative staff, etc. Although the authors have taken as their starting point the figure 37 attributed to education in the "Universal Decimal Classification", there is no correlation between the figures attributed in this classification plan and the figures in the decimal classification plans in general use. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

COLLIN, G. **Compendio de psicología infantil.** Buenos Aires, Kapelusz, 1955. 277 p., bibl. — Translation into Spanish of volume I, entitled "Théorie" of the "Précis de psychologie de l'enfant" published in Paris, in 1944, by the Librairie Delagrave. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 371.263 TESTS

COLLIN, G. **Selección de tests al servicio de la psicología infantil.** Buenos Aires, Kapelusz, 1955. 366 p., fig. — Translation into Spanish of volume II, entitled "Applications", of the "Précis de psychologie de l'enfant" published in Paris, in 1948, by the Librairie Delagrave. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 372.9 LANGUAGE EDUCATION

LOURIA, A. R. & IOUDOVITCH, F. I. **Rietch i razvitie psikhichieskikh protsessov ou richionka.** Moskva, Izdatielstvo Akadiemii pedagoghichieskikh naouk RSFSR, 1956. 94 p. (Institute for the study of deficiency, of the Academy of Educational Sciences in the RSFSR). — Experimental research concerning language and the development of the psychic process in two twins. The authors

noted the development of their vocabulary and the semantic and grammatical peculiarities of their language before and after separation. Similar observations concerning their perception of the language of others. Studies bearing on the modifications of psychic activity in correlation with the development of language. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ZIETZ, Karl. *Abriß der Kinder- und Jugendpsychologie*. Fünfte verbesserte und erweiterte Auflage. Braunschweig-Buchdruckerei, 1955. 124 p. (Schriftenreihe der Pädagogischen Hochschule Braunschweig, Heft 5). — Fifth revised and enlarged edition of a treatise on child and adolescent psychology, dealing with the fundamental principles and modern conceptions of genetic psychology, the different phases of childhood, the development in particular of language, thought, notions of time and space, moral conscience, etc., problems of puberty and the status of young people in the world today. (IBE)

137 CHARACTER STUDY

HERLAND, Leo. *Gesicht und Charakter*. Handbuch der praktischen Charakterdeutung. Zweite umgearbeitete Auflage. Zurich, Rascher, 1956. 437 p., tabl., fig., pl. — Second revised and corrected edition of a treatise on physiognomy comprising: a historical part summarising the main theories of this aspect of character study from Aristotle to Klages and Lersch; the study of means of expression, such as muscular mimicry and the action of the nervous system; morphology of facial expressions and the role of attitudes; a physiognomic typology, the technique and finality of physiognomy. (IBE)

137 CHARACTER STUDY — 377 EDUCATION OF THE PERSONALITY

KOWALJOW, A. G. *Der Charakter und die Gesetzmässigkeiten seiner Entwicklung*. Berlin, Volk und Wissen volkseigner Verlag, 1956. 98. — A German translation of the Russian book "Kharakter i zakonomiernosti ievro formirovaniia". (IBE)

15 PSYCHOLOGY

EYSENCK, H. J. *Us et abus de la psychologie*. Neuchâtel et Paris, Delachaux & Niestlé, 1956. 230 p. — Limits of the possible application of psychological discoveries to social problems in connection with measuring intelligence, vocational guidance, the study of deportment and social attitudes. Account of the cases in which psychological aid enables valuable conclusions to be drawn or furnishes useful information which, however, necessitates control or amendments; and finally the conditions in which research is not sufficiently advanced for any statement to be made regarding its usefulness or otherwise or whether the study should be continued. (IBE)

15 PSYCHOLOGY

MORGAN, Clifford T. (Ed.) *Introduction to Psychology*. New York, London, etc., McGraw-Hill Book Company, 1956. 676 p. fig., bibl. — Textbook on psychology for specialists and also for all those who study or teach psychology alongside another special subject. The book is devised so as to enable very varied introductory courses in psychology to be drafted. In a representative manner it deals with the most important aspects of theoretic psychology, applied, biological and social psychology, with the exception of too specialised fields or controversial topics. The text is followed by a short glossary of current psychological terms. (IBE)

362.7 (861) CHILD WELFARE (ECUADOR)

UZCÁTEGUI, Emilio. *El niño en la legislación ecuatoriana*. Quito, Casa de la Cultura Ecuatoriana, 1955. 2nd. ed. 244 p., bibl. — A comprehensive picture of the place given to the problem of childhood in the legislation of Ecuador. The author, after noting the progress made in this connection, pleads for more severity in the application of the measures in force, especially those concerning child welfare and the employment of minors; he would also like to see an improvement in the legal standards relative to juvenile delinquency. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

Contributi del laboratorio di psicologia. Serie decimonona. Milano. "Vita e pensiero" (1955). 540, fig. (Publicazioni dell'Università cattolica del S. Cuore, nuova serie, volume XLIX). — A new volume in the collection of the results of research and experiments carried out by Prof. Agostino Gemelli and his assistants and collaborators in the Psychological Laboratory of the Catholic University of the Sacred Heart. Among the numerous works published in Italian, French, English and German, mention should be made of the psychological bases of the classification of films (A. Gemelli); social deportment (L. Ancona); contribution to the study of psychic modifications with regard to age (M. Cesa Bianchi); research into the capacity of abstraction in second childhood (G. Calvi); the dynamic aspect of the monotony of work (A. Terstenjak); etc. (IBE)

613.86 MENTAL HYGIENE

HYMES, James L. *A Child Development Point of View.* Englewood Cliffs, Prentice-Hall. 1955. 145 p. — The author maintains that mental hygiene should not deal only, as is generally the case, with early diagnosis and treatment of character difficulties. It is in the classroom that important preventive action can be taken. In teachers' meetings, seminars, further training and college courses, teachers study children, and in their classrooms they should put this knowledge into practice by inculcating positive thoughts and good feelings among the children entrusted to them. (IBE)

613.95 CHILD CARE

THIBAUT, Philippe, Dr. *Un enfant grandit.* Les petites inquiétudes maternelles. Paris, Les éditions sociales françaises, 1956. 177 p., tabl. — In dealing with bodily defects, infants' complaints, delay and deficiencies in development, as well as with contractual maladies, this informative little book elucidates for mothers of families the problems presented by the physical troubles of their children. (IBE)

615.851 PSYCHOTHERAPY

SZONDI, L. (Ed.) *Heilwege der Tiefenpsychologie.* Bern, Hans Huber, 1956. 188 p. — A discussion arranged in 1955 with a view not only to agreement but to combination between the different schools of the psychology of depths comprised a series of lectures by persons representing the different therapeutical methods: H. Meng for Freudian psychoanalysis, Kurt Binswanger for Jung's analytical psychology, L. Szondi for the analysis of destiny, A. Müller for individual psychology, H. v. Schroetter for collective therapy and H. Maeder for religious psychotherapy. Following the account of the discussion there is a comparative analysis by U. Moser of the various theories presented. (IBE)

616.89 PSYCHIATRY — 377.91 MEDICO-PSYCHOLOGICAL AID

VILLINGER, W. (Ed.) *Jahrbuch für Jugendpsychiatrie und ihre Grenzgebiete.* Unter ständiger Mitarbeit von C. Bennholdt-Thomsen, R. Heiss, B. Inhelder, P. Moor, R. Sieverts, F. G. v. Stockert, W. Zeller, H. Zulliger, Bern, Hans Huber, 1956. 324 p. — The child psychiatry yearbook containing many original treatises on special subjects, several general surveys, the accounts of two conferences, some reports. The questions dealt with include: The psychical behaviour of children and adolescents paralysed by an attack of poliomyelitis (Lange-Cosack & Mattheis); child suicide (Förster); child psychoses (Ritter v. Stockert), etc. (IBE)

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III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Twenty-fourth Meeting of the Executive Committee

The Executive Committee met for its thirty-fourth meeting on Thursday, 28th February, 1957, at the International Bureau of Education, under the chairmanship of Mr. Alfred Borel.

E. C. 238. — APPROVAL OF THE ACCOUNTS FOR THE YEAR 1955

The Executive Committee,

In virtue of the powers conferred upon it by Article 11 of the Statutes,
Approves the accounts for the year 1955;

Thanks the members of the International Bureau of Education, and specially the Swiss Federal Council and also the United Nations Educational, Scientific and Cultural Organization, for their financial assistance to the work of the Bureau.

E. C. 239. — STAFF

The Executive Committee,

On the proposition of the Director of the International Bureau of Education, appoints Mr Roger Girod member of section, and Miss Henriette Reinhardt and Mrs. Antoinette Ducimetière auxiliary members of section.

E. C. 240. — BUDGET ESTIMATES FOR THE YEAR 1957

The Executive Committee

Approves the budget estimates for the year 1957 submitted to it, in virtue of the powers conferred upon it by Article 11 of the Statutes.

E. C. 241. — RESULTS OF THE XIXTH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Executive Committee

Expresses its thanks to the delegates of the 74 governments, to the United Nations, to the Specialized Agencies and other governmental and non-governmental organizations represented at the XIXth International Conference on Public Education convened jointly by Unesco and the International Bureau of Education, which was held in Geneva from 9th to 17th July, 1956;

Notes with satisfaction the presence, at the head of many delegations, of the higher authorities of the Ministries of Education ultimately responsible for the application of the recommendations drawn up by the Conference, thus enabling it to deal with educational problems at the highest level;

Is gratified with the results of the Conference in unanimously voting two recommendations addressed to the Ministries of Education on school inspection and on the teaching of mathematics in secondary schools respectively;

Thanks the Chairman, the Vice-Chairmen, the Rapporteurs and the members of the Drafting Committees for the part they have taken in the results of the meeting;

Notes that the text of the two recommendations has been officially communicated by Unesco and the International Bureau of Education to all governments;

Thanks the Ministries of Education and the delegates to the Conference for the large measure of publicity they have given to these recommendations by reproducing them in their entirety or in part in official and private publications, and by distributing them to the interested administrations and teachers.

E. C. 242. — XXTH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Executive Committee

Considering that Article 5 of the Agreement between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education makes provision for the International Conference on Public Education to be convened jointly by both organizations,

Expresses the hope that at its XXIst meeting, the Unesco-I.B.E. Joint Committee may come to an agreement on the following points : (a) convening of the XXth International Conference on Public Education, to be held from 8th to 17th July, 1957; (b) for the agenda of the XXth International Conference on Public Education to include the following three items : (1) the expansion of school building; (2) the training of primary teacher training staffs; (3) brief reports from the Ministries of Education on educational progress during 1956-1957;

Invites the Ministries of Education of the countries which have a section in the Permanent Exhibition of Public Education to reserve one part to illustrate the first item of the Conference agenda.

E. C. 243. — STUDY ON THE TEACHING OF MATHEMATICS

The Executive Committee,

Bearing in mind Article 36 of the Recommendation No. 43 on the Teaching of Mathematics in Secondary Schools approved by the XIXth International Conference on Public Education,

Authorises the Director of the International Bureau of Education to envisage the publication of a study including a certain number of the most representative works (results of psycho-pedagogical inquiries, teaching experiments, etc.), showing the position adopted by the most competent specialists with regard to the teaching of mathematics.

E. C. 244. — STATE OF CURRENT INQUIRIES

The Executive Committee

Desires to thank the Ministries of Education of the following countries for sending replies to the questionnaires of the inquiries addressed to them :

The Expansion of School Building : Afghanistan, Belgium, Brazil, Bulgaria, Byelorussia, Cambodia, Ceylon, Colombia, Costa Rica, Czechoslovakia, Denmark, Ecuador, Egypt, Finland, German Federal Republic, Guatemala, Haiti, Iceland, India, Iran, Ireland, Israel, Italy, Japan, Jordan, Korea, Lebanon, Liberia, Monaco, Norway, Pakistan, Peru, Poland, Portugal, Rumania, Salvador, Sweden, Switzerland, Syria, Tunisia, Ukraine, Union of Burma, Union of South Africa, Union of Soviet Socialist Republics, United Kingdom, United States, Venezuela, Vietnam, Yugoslavia.

The Training of Primary Teacher Training Staffs : Afghanistan, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Byelorussia, Ceylon, Colombia, Costa Rica, Cuba, Czechoslovakia, Ecuador, Egypt, Finland, France, German Federal Republic, Greece, Guatemala, Haiti, Honduras, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Korea, Laos, Luxembourg, Mexico, Monaco, Netherlands, New Zealand, Nicaragua, Norway, Pakistan, Panama, Philippines, Poland, Portugal, Rumania, Salvador, Spain, Sweden, Switzerland, Syria, Thailand, Tunisia, Turkey, Ukraine, Union of South Africa, Union of Soviet Socialist Republics, United Kingdom, United States, Uruguay, Venezuela, Vietnam, Yugoslavia.

E. C. 245. — INQUIRY ON PRIMARY SCHOOL SYLLABUSES

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake among the Ministries of Education an inquiry on Primary School Syllabuses;

Approves, in principle, the draft questionnaire submitted to it.

E. C. 246. — INQUIRY ON FACILITIES FOR EDUCATION IN RURAL ZONES

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake among the Ministries of Education an inquiry on facilities for education of children in rural zones;

Approves, in principle, the draft questionnaire submitted to it.

E. C. 247. — RECOMMENDATION OF THE COUNCIL OF EUROPE

The Executive Committee

Considering that the Consultative Assembly of the Council of Europe has approved the text of a recommendation which reads as follows :

“ The Assembly,

Having studied with great interest the Third Report addressed to the Consultative Assembly of the Council of Europe by Unesco,

Having in particular noted the information contained in paragraphs 17 and 18 of this Report relative to the International Conferences on Public Education organized in 1955 and 1956 under the auspices of Unesco and the International Bureau of Education;

Being convinced of the importance of the activities of the International Bureau of Education;

Considering the responsibility incumbent on countries with a secular experience in educational matters to put this experience at the disposal of other countries;

Noticing with regret that certain European countries are not effective members of the said Bureau,

Recommends to the Committee of Ministers :

to undertake the negotiations necessary to enable all member countries of the Council of Europe to become fully active members of the International Bureau of Education.”

Thanks most heartily the Assembly of the Council of Europe for the recommendation voted in connection with membership of the International Bureau of Education of countries which are members of the Council of Europe but which do not yet belong to the I.B.E.;

Expresses the hope that the interested countries will give effect to the recommendation drawn up by the Consultative Assembly of the Council of Europe.

E. C. 248. — PERMANENT EXHIBITION OF PUBLIC EDUCATION

The Executive Committee

Desires to thank its Chairman for the measures which have been taken with a view to obtaining the necessary space and instalations required for the expansion of the Permanent Exhibition of Public Education;

Expresses the hope that these measures will be completed in time to permit the new exhibiting countries to occupy their sections before the XXth session of the International Conference on Public Education.

E. C. 249. — INTERNATIONAL EDUCATION LIBRARY

The Executive Committee

Notes with satisfaction that the International Education Library was enriched during 1956 by 8,287 volumes;

Thank the school authorities and the publishing firms who have contributed to the development of the documentary collections of the Bureau by sending shipments of books;

Expresses satisfaction that it was possible to send selections of textbooks and children's books to the exhibition organized during the Regional Conference on Compulsory Education convened by Unesco in Lima; to the exhibition of the General Centre for Public Services, Department of National Education in Ghent; to the exhibition of the Congress of the International Federation of Teachers' Associations in Montreux; to the Exhibition of Textbooks on Technical Education convened by Unesco in Cairo and to the Exhibition of Textbooks at the University of London Institute of Education.

E. C. 250. — INTERNATIONAL BUREAU OF EDUCATION STAMPS

The Executive Committee

Expresses thanks to the General Post Office Directorate in Bern for its initiative in issuing in 1958 a new series of stamps for the International Bureau of Education, including the six following values : 5, 10, 20, 40, 60 centimes and 2 francs.

RESEARCH DIVISION

Inquiry on the Expansion of School Building. — The Bureau has finished the analysis of the 50 replies from the Ministries of Education to the questionnaire transmitted to them and is proceeding to draft the general survey.

Inquiry on the Training of Primary Teacher Training Staffs. — The analysis of the 62 replies being finished, the Bureau is proceeding to draft the general survey.

INFORMATION DIVISION

Books received during the first quarter of 1957. — Collection of books on education, psychology, school legislation and organization : 886; collection of school textbooks : 325; collection of children's books : 521; total : 1,732.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . . Out of print
2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Out of print
3. Education, Travail et Paix. Albert Thomas . . . Out of print
4. L'Education et la Paix. Bibliographie . . . Out of print
4. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg . . . Out of print
5. Correspondances interscolaires. P. Bovet . . . Out of print
6. The Co-operation of School and Home. In French and German . . . Out of print
6. In English and Spanish. . . . Fr. 0.60
7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours . . . Out of print
8. Troisième cours . . . Out of print
9. Quatrième cours . . . Out of print
10. Cinquième cours . . . Out of print
11. Children's Books and International Goodwill. 2nd Ed. In French and English . . . Fr. 5.50
12. L'enseignement de l'Histoire du Travail. Fernand Maurette . . . Out of print
13. L'Education en Pologne . . . Out of print
14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires . . . Out of print
15. Some Methods employed in the Choice of Books for School Libraries . . . Out of print
16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print
17. Le Bureau international d'Education (Illustrated) Out of print
18. Plan de classification de la documentation pédagogique pour l'usage courant . . . Fr. 1.50
- 18a. Plan for the Classification of Educational Documents . . . Fr. 1.50
19. La Préparation à l'Education familiale . . . Fr. 3.50
20. Le Bureau international d'Education en 1930-1931 . . . Fr. 2.50
21. Le Bureau international d'Education en 1931-1932 . . . Fr. 2.50
22. La Paix et l'Education. Dr. Maria Montessori . . . Fr. 1.50
23. Peace and Education. Dr. Maria Montessori . . . Fr. 1.50
24. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) . . . Fr. 11.—
25. L'Instruction publique en Egypte . . . Fr. 1.50
26. L'Instruction publique en Estonie . . . Fr. 1.50
27. Annuaire international de l'Education et de l'Enseignement 1933 . . . Out of print
28. La coordination dans le domaine de la littérature enfantine . . . Fr. 1.50
29. La situation de la femme mariée dans l'enseignement . . . Out of print
30. Travail et congés scolaires . . . Fr. 3.50
31. Le Bureau international d'Education en 1932-1933 . . . Fr. 2.50
32. Les économies dans le domaine de l'Instruction publique . . . Fr. 3.50
33. La scolarité obligatoire et sa prolongation . . . Out of print
34. L'admission aux écoles secondaires . . . Out of print
35. Annuaire international de l'Education et de l'Enseignement 1934 . . . Fr.
36. La réforme scolaire polonaise . . . Out of print
- 36 bis. Le Bureau international d'Education en 1933-1934 . . . Fr.
37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print
38. Le self-government à l'école . . . Fr.
39. Le travail par équipes à l'école . . . Out of print
40. La formation professionnelle du personnel enseignant secondaire . . . Out of print
41. Les Conseils de l'Instruction publique . . . Fr.
42. La formation professionnelle du personnel enseignant primaire . . . Out of print
43. Annuaire international de l'Education et de l'Enseignement 1935 . . . Out of print
44. Le Bureau international d'Education en 1934-1935 . . . Fr.
45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.
46. Les périodiques pour la jeunesse . . . Out of print
47. La législation régissant les constructions scolaires Out of print
48. L'organisation de l'enseignement rural . . . Out of print
49. L'organisation de l'enseignement spécial . . . Fr.
50. Annuaire international de l'Education et de l'Enseignement 1936 . . . Out of print
51. Le Bureau international d'Education en 1935-1936 . . . Fr.
52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.
53. L'enseignement de la psychologie dans la préparation des maîtres . . . Out of print
54. L'enseignement des langues vivantes . . . Out of print
55. L'inspection de l'enseignement . . . Out of print
56. Annuaire international de l'Education et de l'Enseignement 1937 . . . Out of print
57. Le Bureau international d'Education en 1936-1937 . . . Fr.
58. VI^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print
59. Elaboration, utilisation et choix des manuels scolaires . . . Out of print
60. L'enseignement des langues anciennes . . . Fr.
61. La rétribution du personnel enseignant primaire . . . Fr.
62. Annuaire international de l'Education et de l'Enseignement 1938 . . . Out of print
63. Le Bureau international d'Education en 1937-1938 . . . Fr.
64. VII^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.
65. Annuaire international de l'Education et de l'Enseignement 1939 . . . Out of print

Publications of the International Bureau of Education (*cont.*)

rétribution du personnel enseignant secondaire	Fr. 9.—	100. Xth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
enseignement de la géographie dans les écoles secondaires	Fr. 7.—	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
organisation de l'éducation préscolaire	Fr. 7.—	*102. L'enseignement de l'écriture	Fr. 5.—
Bureau international d'Éducation en 1938-1939	Fr. 1.50	*103. The Teaching of Handwriting	Fr. 5.—
II ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*104. Les psychologues scolaires	Fr. 5.—
Bureau international d'Éducation en 1939-1940	Fr. 1.50	*105. School Psychologists	Fr. 5.—
organisation des bibliothèques scolaires	Fr. 7.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
éducation physique dans l'enseignement primaire	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
Bureau international d'Éducation en 1940-1941	Fr. 1.50	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
enseignement ménager dans les écoles primaires secondaires	Fr. 9.—	*109. International Yearbook of Education 1948 . .	Fr. 15.—
III ^e International Bureau of Education in 1940-1941	Out of print	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
Bureau international d'Éducation en 1941-1942	Fr. 2.—	*111. Introduction to Natural Science in Primary Schools	Fr. 6.—
enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*112. L'enseignement de la lecture	Fr. 6.—
IV ^e International Bureau of Education in 1941-1942	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rossello	Fr. 8.—	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
Bureau international d'Éducation en 1942-1943	Fr. 2.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations . .	Fr. 3.—
Ve International Bureau of Education in 1942-1943	Fr. 2.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*117. Primary Teacher Training	Fr. 8.—
Ve International Bureau of Education and Post-war Educational Reconstruction	Fr. 1.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
Recueil des recommandations formulées par les conférences internationales de l'Instruction publique	Out of print	*119. International Yearbook of Education 1949 . .	Fr. 10.—
Recommendations of the International Conferences on Public Education	Fr. 3.—	*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—
Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
Bureau international d'Éducation en 1943-1944	Fr. 2.—	*123. The Teaching of Handicrafts in Secondary Schools	Out of print
Ve International Bureau of Education in 1943-1944	Fr. 2.—	*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—
Enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—
Égalité d'accès à l'enseignement du second degré	Fr. 5.—	*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . .	Out of print	*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—
Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—	*128. Cantines et vestiaires scolaires	Fr. 3.—
The Teaching of Hygiene in Primary and Secondary Schools	Fr. 2.—	*129. School Meals and Clothing	Fr. 3.—
Equality of Opportunity for Secondary Education . .	Fr. 2.—	*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—
La gratuité du matériel scolaire	Fr. 7.—	*131. International Yearbook of Education 1950 . .	Fr. 8.—
Éducation physique dans l'enseignement secondaire	Fr. 7.—	*132. La scolarité obligatoire et sa prolongation . .	Fr. 5.—
XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations .	Out of print	*133. Compulsory Education and its Prolongation . .	Fr. 5.—
		*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—

Publications of the International Bureau of Education (cont.)

*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*161. International Yearbook of Education 1954 . . .	Fr.
*136. Annuaire international de l'Education et de l'Enseignement 1951	Fr. 8.—	*162. Le financement de l'éducation	Fr.
*137. International Yearbook of Education 1951 . .	Fr. 8.—	*163. Financing of Education	Fr.
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*164. L'enseignement des arts plastiques dans les écoles secondaires	Fr.
*139. Teaching of Natural Science in Secondary Schools	Out of print	*165. Teaching of Art in Primary and Secondary Schools	Fr.
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*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*168. Annuaire international de l'Education 1955 . .	Fr.
*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*169. International Yearbook of Education 1955 . .	Fr.
*144. Annuaire international de l'Education et de l'Enseignement 1952	Fr. 8.—	170. Didactique de l'initiation mathématique à l'école primaire	Fr.
*145. International Yearbook of Education 1952 . .	Fr. 8.—	*171. L'enseignement des mathématiques dans les écoles secondaires	Fr.
*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr. 7.—	*172. Teaching of Mathematics in Secondary Schools	Fr.
*147. Primary Teachers' Salaries	Fr. 7.—	*173. L'inspection de l'enseignement	Fr.
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*149. Primary Teacher Training (second part) . . .	Fr. 3.—	*175. XIX ^e Conférence internationale de l'instruction publique 1956	Out of print
*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*176. XIXth International Conference on Public Education	Fr.
*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	177. Bibliographie pédagogique annuelle du Bureau international d'Education, 1955	Fr.
*152. Annuaire international de l'Education 1953 . .	Fr. 9.—	178. Annual Educational Bibliography of the International Bureau of Education, 1955	Fr.
*153. International Yearbook of Education 1953 . .	Fr. 9.—	*179. Annuaire international de l'Education 1956 . .	Fr.
*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	Fr. 6.—	*180. International Yearbook of Education 1956 . .	Fr.
*155. Secondary Teacher Training	Fr. 6.—	*181. Préparation des professeurs chargés de la formation des maîtres primaires.	Fr.
*156. La rétribution du personnel enseignant secondaire (deuxième édition)	Fr. 7.—	*182. Training of Primary Teacher Training Staffs. .	Fr.
*157. Secondary Teachers' Salaries	Fr. 7.—	*183. Le développement des constructions scolaires. .	Fr.
*158. XVII ^e Conférence internationale de l'Instruction publique 1954	Fr. 4.—	*184. Expansion of School Building	Fr.
*159. XVIIth International Conference on Public Education 1954	Fr. 4.—	185. Bibliographie pédagogique annuelle du Bureau international d'Education, 1956	Fr.
*160. Annuaire international de l'Education 1954 . .	Fr. 10.—	186. Annual Educational Bibliography of the International Bureau of Education, 1956	Fr.

(Prices in Swiss Francs)

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BULLETIN

OF THE
INTERNATIONAL
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UT PER JUVENES
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INTERNATIONAL BUREAU OF EDUCATION — GENEVA

XXth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The XXth International Conference on Public Education, convened jointly by Unesco and the International Bureau of Education, was held at the Palais Wilson, in Geneva, from 8th to 17th July, 1957.

Whereas in 1932 thirteen States were represented at the first session, twenty-five years later (the Conference was not held during the second world war), seventy-two States participated, making a total of one hundred and seventy-four delegates, of whom ten were ministers and eight deputy ministers of education, the delegations being in most cases composed of senior officials of the ministries and experts in the questions figuring in the agenda.

The work of the XXth Conference was presided over by Dr. José Martinez Cobo, former Minister of Education for Ecuador and a member of the Executive Council of Unesco. Five vice-chairmen were elected: Dr. Benigno Aldana, Director of Public Schools in the Philippines, Mr. Mohammed El Fasi, Minister of National Education in Morocco, Mr. Bohumil Mucha, First Deputy Minister of Education and Culture in Czechoslovakia, Mr. N. V. Massaquoi, Under-Secretary of State for Public Instruction in Liberia, and Mr. Heinrich Taubner, Adviser to the Ministry of Education in Austria.

The two general discussions on items I and II on the agenda (Recommendations Nos. 44 and 45 to the Ministries of Education) were introduced by the rapporteurs: Mr. Roger Franck, General Inspector of School Buildings at the Ministry of National Education in France, and Mr. Francis Keppel, Dean of the Faculty of Education of Harvard University, and member of the United States delegation.

The first of these recommendations concerns the expansion of school building and comprises forty-two clauses grouped into the six following chapters: survey of needs, administrative measures, financial and economic measures, technical measures, emergency measures, international cooperation. The second deals with the training of primary training staffs and contains thirty-three clauses bearing, among other questions, on the type of institutions in which teachers of this category are trained, their professional, psychological and practical training, and the measures employed for their recruitment and appointment.

As working papers, the International Bureau of Education and Unesco jointly published two comparative studies, entitled "Expansion of School Building" and "Training of Primary Teacher Training Staffs" respectively; they offer a general picture of the state of these problems in some sixty countries.

A part of the seventeen meetings of the Conference was devoted to the discussion of the reports from Ministries of Education on edu-

cational progress during 1956-1957. These reports will be published in the *International Yearbook of Education 1957*.

The text of the two Recommendations voted unanimously by the Conference has been communicated officially to all governments, with the request that they make them widely known and put them into practice. The document containing the two Recommendations will be sent free of charge to anyone requesting it from the International Bureau of Education (Palais Wilson, Geneva); or from Unesco (19, avenue Kléber, Paris).

RECOMMENDATION No. 44
TO THE MINISTRIES OF EDUCATION
concerning the
EXPANSION OF SCHOOL BUILDING

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the eighth of July, nineteen hundred and fifty seven for its twentieth session, adopts on the sixteenth of July, nineteen hundred and fifty-seven the following Recommendation :

The Conference,

Considering that past and future recommendations of the International Conference on Public Education cannot be fully implemented without the provision of adequate school buildings in the various countries,

Considering Recommendation No. 9 on the legislation governing school building, adopted on the seventeenth day of July, nineteen hundred and thirty-six, by the International Conference on Public Education at its fifth session,

Considering that educational development is one of the essential problems to be solved in coming years for the future good of mankind, for cultural, economic and social progress and for international understanding, and that this development largely depends on the provision of school buildings,

Considering that the right to education implies for all children without distinction the opportunity of receiving their education in suitable accommodation, with classrooms specially designed and equipped for that purpose,

Considering that all countries, whatever the stage of their material and cultural development, are suffering from a shortage of school buildings,

Considering that growth and internal movements of population, the introduction or prolongation of compulsory education for all and the extension of secondary education must increase school enrolments year by year,

Considering that, on account of the complexity of the problem, effective collaboration must be established within each country between all the authorities and interests which are concerned with school building development,

Considering that while all countries must benefit from international co-operation in this field many countries need positive international aid,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of school building,

Submits to the Ministries of Education of the several countries the following recommendation :

SURVEY OF NEEDS

1. In order to find a rational solution to the problem and avoid all unnecessary expense, it is essential to draw up well in advance an overall plan based on a study of present and future needs in school building.

2. This study should be based on the educational requirements of each country, and should include :

- (a) a census of existing school buildings including rented premises, provisional accommodation and hutments, with details of their present use, the extent to which they can be adapted to new needs, etc.;
- (b) statistical data regarding present and future trends in school population;
- (c) a study of the possible effects on the growth and distribution of school enrolments of : (i) the introduction, where it does not already exist, of compulsory education for all; (ii) a possible extension of the compulsory schooling period; (iii) the provision of secondary education for an increasing number of children; (iv) internal movements of population; (v) a better distribution of school accommodation;
- (d) an estimate of the financial outlay necessary to give effect to the plan;
- (e) an analysis of the availability of technicians, building labour and materials;
- (f) arrangements for carrying out the plan in phases.

3. The nature of the bodies responsible for carrying out this study and keeping the results up to date will vary according to the administrative

structure of each country and the degree of centralisation of its educational system; but it is desirable, even when the responsibility rests with local authorities, that an overall study giving a general view of the whole country's requirements should be provided.

4. The production of such long-term development plans, as well as revealing issues requiring decision, also offers particularly effective means of awakening authorities and public opinion to the urgent demands to be met by the country and the financial effort involved.

ADMINISTRATIVE MEASURES

5. The administrative procedure for the erection of school buildings should be as simple and as speedy as possible; it should never impede or delay the planning and building of schools.

6. Where different authorities are concerned at different levels with school building, it is necessary to avoid duplication or overlapping in the work of central, federal, regional and local administrative bodies.

7. It is in the interests of education to associate the local public authority with the school building programme in so far as their contribution would be effective.

8. In cases where different departments (education, public works, finance, etc.) are directly responsible in the matter of school building, every effort must be made to coordinate their roles on a permanent basis.

9. The adoption of national, regional or local long-term plans, whether mandatory or not, will facilitate action, increase efficiency and save time; all plans for social and economic development should include a special section comprising the needs and plans for school building expansion in the coming four or five years.

10. It is important to build accommodation for teachers at the same time as the schools themselves, especially in areas where the housing shortage threatens to affect the recruitment of teachers.

FINANCIAL AND ECONOMIC MEASURES

11. Whatever the stage of development reached in the educational field, expenditure on school building in every country must be regarded as a continuing necessity; in order to provide for this outlay a long-term financial policy is necessary.

12. Depending on the administrative and economic structure of each country, a balance must be established as rationally as possible between the respective shares of financial responsibility for school building which are to be borne by local, regional and central or federal authorities.

13. In view of the magnitude of the financial outlay required for school construction, every effort should be made to keep capital expen-

diture as low as possible, provided that the quality of the building and educational and health standards do not suffer as a result.

14. When it is a question of providing basic educational facilities or of meeting new demands which are particularly urgent, the following exceptional financial measures have been found useful :

- (a) supplementary budgets or specially created national or local funds or loans to cover extraordinary programmes of work;
- (b) additional revenue from special taxes, collections, stamp issues, etc.;
- (c) the attraction of private capital by issues of stocks;
- (d) private gifts by individuals or local communities of money, land, labour or materials.

15. In some countries, the legal obligation requiring large industrial, commercial, mining, agricultural or housing concerns to share in some way in the building of schools, may help to solve the school building problem in certain areas.

TECHNICAL MEASURES

16. The design of schools must be based upon educational, sociological and sanitary requirements and meet the needs of children and families, taking into account such factors as climate, surroundings, economic situation and building techniques; therefore the design of schools must be the result of a close collaboration between educators, parents, designers, builders and administrators.

17. Experience has shown the value of the study, by bodies set up for that purpose, of school design and actual construction.

18. In designing new buildings, it is necessary to take into consideration changes in teaching methods as well as continuous technical progress.

19. School premises should not be conceived as monuments intended to last for centuries but as buildings which may be easily adapted to changes in the distribution of population and to educational and technical progress.

20. Without seeking undue uniformity or inflexibility which would be incompatible with varying local conditions and the evolution of educational ideas, the simplification and standardization of building components, and, where necessary, the drawing up of adaptable and varied model plans can be of great help in reducing capital costs and speeding up construction.

21. Rational examination of user needs can lead to substantial economy by reducing the floor area and, in certain cases, the cubic content of school buildings. Provided that the needs of education and health are safeguarded it appears essential to secure such economies.

22. Much school building will have to be carried out in stages for reasons of expediency; nevertheless each project should be planned as a whole before any part is built, so that the completed project is satisfactory educationally and architecturally.

23. In areas where the climate is suitable, the provision of open-air accommodation may constitute an economical method of partially solving the school building problem.

24. It is essential that in all town planning, space be reserved from the start for all types of schools, including boarding accommodation if necessary, without losing sight of the fact that in the none too distant future more space will be required for secondary education than for primary education.

25. In the choice of sites for new schools it is desirable to take into account such factors as possible population changes, traffic hazards, means of transport, sanitary requirements, availability of public utilities, topography and soil conditions, etc.

26. In sparsely populated areas, advantage should be taken of any development in transport facilities; centrally placed schools, for example, able to accommodate larger numbers of pupils, might be more economically substituted for separate small schools; on the other hand the building of large schools with an excessive number of classes and pupils should be avoided; it is better to build, whenever possible, rationally distributed schools which will be suited to the child and where life and work in common will be possible, where the social conscience of the children can be trained and contact with the outside world and with nature facilitated.

27. It is educationally desirable that children should contribute to the greatest possible extent to the furnishing and decoration of their own school.

28. Building services and concerns should have at their disposal reliable information on school building in order to allow them to establish programmes of work covering a substantial period ahead and to organize their labour and equipment as efficiently as possible.

29. For the purpose of enabling building services and concerns to obtain materials at better prices, to standardise certain constructional elements and to organize operations on a rational basis, it may be found desirable, in some cases, to combine the erection of several schools in one inclusive contract.

30. Encouragement should be given to the organizing of national congresses and seminars for specialists, of exhibitions, of competitions for designs, etc., connected with the building of schools.

EMERGENCY MEASURES

31. Some emergency solutions cannot be entirely rejected; as far as possible, however, they should be recognised as necessary evils to be remedied as quickly as possible and not allowed to become permanent.

32. Emergency measures such as increasing the number of pupils per class or taking classes in shifts (one classroom being used for two or three groups of pupils in turn) have obvious disadvantages and should only be adopted in exceptional circumstances.

33. The use of premises designed for other purposes than teaching, and the erection of temporary structures, are often unavoidable expedients. For short-term use they probably offer the easiest and cheapest way of providing emergency accommodation. If retained in use for long periods, however, there is evidence that, apart from their educational and environmental disadvantages, their cost (purchase price, rent, upkeep, etc.) may exceed that of well designed permanent school buildings.

INTERNATIONAL COOPERATION

The Conference submits to the United Nations and its Specialised Agencies and to the Inter-governmental Organizations the following recommendation :

34. It is of advantage to all countries to combat everything which may hinder educational development, and consequently to help each other acquire increased efficiency in their school building activity.

35. It is desirable to pay particular attention to the case of under-developed countries. As they have great requirements and considerable leeway to make up, they suffer, despite every possible effort on their part, from a shortage of material, financial and technical facilities which renders positive foreign aid a necessity. For this reason it is desirable that international organs whose activities are on a world or regional scale continue and if possible increase their assistance in the matter of school building to countries in particular need.

36. In the field of school building construction, design and costing (which should always be worked out with reference to local conditions), international aid can take the form of :

- (a) Exchanges of ideas, experience and information. In this connection it would be advisable to set up, with the assistance of Unesco, the International Bureau of Education and other international institutions, an international school building centre with appropriate technicians and educators on the staff. Such a centre should stimulate and assist the development of similar regional centres.
- (b) The awarding of scholarships in connection with technical assistance programmes, the sending of architects and technicians to under-developed countries, in particular to study the use of available local material, to draw up plans specially conceived for the various areas and to suggest the economies which are even more necessary in those countries than elsewhere.
- (c) The organization jointly by important international associations of educators, architects and economists of international meetings, school building exhibitions and study travel.
- (d) The publication of pamphlets, handbooks and reviews devoted to modern methods of school building.

37. International organizations could also play a useful part in the setting up of national and regional research centres which would devise suitable building plans and speedy, economic methods of construction suitable for different areas.

38. International aid may take the form of grants, loans on particularly favourable conditions and even of contributions to an international fund, set up under the United Nations, for advancing school building.

39. It is indispensable for the International Bank for Reconstruction and Development to consider the possibility of making long-term loans for school building to countries which request them. These loans will be needed so long as the economic development of these countries has not advanced sufficiently to enable them to meet the necessary expenditure themselves.

40. It would be advisable to have experts examine the question of the international circulation of capital available for investment in school building, particularly building by under-developed countries.

41. International aid may be constituted by donations and by offers of school building materials at favourable prices; the possibility of such exchanges should form the subject of special study by international and national organizations concerned with economic and social questions.

42. It is important for the United Nations Educational, Scientific and Cultural Organization in its programmes of activities for the next few years to make provision for a major project devoted to school building.

RECOMMENDATION No. 45
TO THE MINISTRIES OF EDUCATION
concerning the
TRAINING OF PRIMARY TEACHER TRAINING STAFFS

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the eighth of July, nineteen hundred and fifty-seven for its twentieth session, adopts on the seventeenth of July, nineteen hundred and fifty-seven the following Recommendation :

The Conference,

Considering the rapid changes brought about by economic, technical and social progress in the modern world,

Considering that the problem of the training of primary teacher training staff is a permanent one; that the responsibilities of the primary school have greatly increased and must now include character training and sound social and civic training as well as instruction in academic skills,

Considering that these increased responsibilities will require from primary school teachers even higher standards of knowledge and skill in humanistic and social studies as well as in purely scientific and technical subjects,

Considering Recommendation No. 36 on primary teacher training adopted on the fourteenth of July, nineteen hundred and fifty-three, by the International Conference on Public Education at its sixteenth session,

Considering that the staffs of primary teacher training establishments, during their own training, need particularly to acquire personal experience of the various facets of the intellectual, economic and social life of their time,

Considering more particularly that the development of the social studies and of educational science now requires that primary teachers must be well trained in these fields so that they are able to make wise and independent judgments,

Considering that it seems difficult for those who give practical training in education to prepare primary teachers without being themselves thoroughly familiar with primary teaching,

Considering that teachers entrusted with training primary teachers cannot rest content in their own training with purely theoretical studies, and that they should be able to transmit to their pupils modern and effective teaching methods, together with a capacity for individual study and creative work,

Considering that the almost universal shortage of primary teachers necessitates the continued development of establishments responsible for their training and of all institutions dealing with the study of education,

Considering that, if professional training is indispensable for those who are to teach general educational subjects, it is even more indispensable for teachers of the educational sciences,

Considering the tendency of certain universities and establishments at higher level to concern themselves with educational science and research without dealing sufficiently with its practical application to teaching,

Considering that the teacher training establishment should be a centre of research, and to this end should be under the direction of a person who is not only an experienced teacher but also interested in educational science and research,

Considering that modern society demands more and more international collaboration and mutual understanding,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of preparing staff responsible for the training of primary teachers,

Submits to the Ministries of Education of the several countries the following recommendation :

1. It is necessary that the competent authorities should pay increasingly close attention to the training of the staff who are to train primary teachers in general and special studies and in the educational sciences, and that such instruction should be a condition of their appointment.

2. The training of primary teachers is at present carried out in establishments at secondary level, at post-secondary level and at university level. In view of the constantly improving status of the teaching profession it is desirable that primary teachers should be trained in educational establishments at higher level.

3. In choosing between the two kinds of training for the staff of primary teacher training establishments (i.e. in a university institute or faculty or else in an establishment outside the university) each country should select the pattern which best fits its need for teachers and the structure of its higher education.

4. In countries where the two types of training duplicate each other, every effort should be made to avoid a waste of effort and to ensure the closest collaboration.

5. Since teacher training institutions at university level depend for their success on staff with advanced university training, it is recommended that the availability of such staff be assured in advance.

6. Where the training of primary teacher training staff is given in a university faculty, it is desirable that it should include common study with other faculties.

7. In countries where this training is carried out in establishments outside the university, collaboration with the universities which would enable students of these establishments to attend certain university courses should be encouraged.

8. Establishments preparing staff for primary teacher training could usefully provide training for school administrators and inspectors also; in this case every opportunity should be afforded for experienced teachers to take advantage of this training.

9. The principal of a teacher training establishment should be himself an educator and should have an outstanding knowledge and experience of educational problems. If circumstances should require the appointment of a teacher trained primarily in an academic subject, he should have the assistance of a specialist in the problems of the primary school.

10. Each country, according to its educational system, should endeavour both to coordinate and promote educational methods at the

national level and also to ensure progress and research in teacher training establishments by all suitable means, such as an inspectorate, a central commission, a university body, etc.

11. When a country does not yet have the necessary institutions, international cooperation leading to the training of staff for primary teacher training in well established institutes and universities abroad should be encouraged, and financial support to make this possible should be provided.

12. In whatever type of establishment training for future primary teacher training staff is provided, the staff and students of these establishments should be of comparable quality to those in university faculties or institutes.

13. Training at university or higher level at least equivalent to a bachelor's degree, ought to be required as qualification from all teachers responsible for primary teacher training.

14. In the selection of candidates for the staff of teacher training colleges, account should be taken not only of their moral, intellectual and professional capabilities, but also of their sense of vocation and of social responsibility.

15. Whatever the method of appointment (competitive examinations, selective appointment, etc.) the appointment of staff responsible for primary teacher training should be strictly impartial and based only on the knowledge and qualifications of the candidates and on their qualities as educators.

16. Men and women with equal qualifications should have equal opportunities of access to teaching posts in primary teacher training establishments and receive the same salary.

17. Staff in training, when their financial situation requires, should receive free tuition and scholarships or other financial aid, as well as free board and lodging where residential facilities are in force; those who have already been teaching should receive leave with pay and, when necessary, a displacement allowance.

18. Where teachers of general education subjects for primary teacher training establishments receive the same academic training as secondary school teachers, staff can be selected from among this group, taking into account both their qualifications and teaching experience. This selection should be equivalent to promotion and entitle them to a higher salary. After recruitment they should undergo a period of probation which will enable them, among other things, to make or resume contact with the primary school.

19. In order to increase the intake of particularly well qualified staff for primary teacher training establishments, it is highly desirable to grant leave with pay to those primary teachers who have shown outstanding qualities in their teaching and who desire to undertake the necessary further study.

20. Teachers entrusted with the training of future primary teachers in special subjects such as art and handicrafts, domestic economy, music and physical education, should receive a training of comparable standard to those who teach academic subjects.

21. Training in education and psychology should normally be required of those teaching special subjects as well as of those who teach academic subjects, so that both may learn to adapt their subject to the needs of primary teachers.

22. The special training of those who teach psychology and education to future primary teachers should be both theoretical and practical and include child and adolescent psychology, teaching methods, experimental psychology, educational guidance, history of education, comparative education, school organization and administration, civic education, national and local traditions, etc.; this instruction should be of a high standard and should include advanced study and research in one selected branch.

23. Programmes of training for staff responsible for primary teacher training should include an introduction to research into educational policy and practice; the duties of the staff in teacher training establishments should include research activities.

24. It is desirable that teachers of courses in psychology and education should have had personal experience in primary teaching, especially those in charge of teaching practice.

25. Special attention should be given to providing an opportunity for staff members to participate actively in international relations and to study the problems and methods of fostering international understanding through education.

26. Care should be taken that staff responsible for the training of primary teachers for rural areas should be introduced to the study of rural conditions and methods of rural education.

27. As the training of teachers for handicapped children of primary school age requires special studies and experience, it should be entrusted to staff with special additional training who will teach either in an ordinary teacher training college or in a special institution.

28. Of whatever type they may be, establishments for preparing staff to be responsible for primary teacher training should have at their disposal an adequate number of chairs of education, psychological and educational research laboratories, and demonstration schools or classes. They should also possess a library well stocked with books and reviews on educational psychology and a collection of audio-visual material commercially produced or teacher-improvised. Future teachers should be familiarized with all this material and with the utilization of all available local means of rendering their teaching more concrete and lively for their students.

29. Steps should be taken by the authorities concerned to provide facilities for further training for staff responsible for primary teacher

training, in the shape of publications, work or discussion groups, further training centres, study courses, fellowships and foreign travel, etc. It is desirable that a close collaboration be established, for their mutual benefit, between these staff and learned societies in a position to help them in their educational research.

30. It is desirable that the staff of primary school classes in which staff in training will receive their practical training should be specially selected for their high qualifications and experience.

31. It is highly beneficial for the teacher of education to maintain regular contact with actual teaching, and also for the inspector to have the opportunity of making a synthesis of his ideas in the light of his experience, possibly through giving a series of lectures in education; to this end and where it is practicable, an interchange between teachers of education and primary school inspectors should be encouraged.

32. Staff responsible for primary teacher training should enjoy as a minimum all the advantages of other teaching staff of the same standing (periods of leave, time-tables, retirement, superannuation, etc.); it is desirable that they should be able to obtain periodic sabbatical leave with pay for one year in order to continue their professional studies.

33. The remuneration of staff responsible for primary teacher training should be at least equal to that of other teachers or civil servants occupying posts at the same level; in particular, training school teachers at secondary level selected as indicated in clause 18, should receive a higher salary than that of other secondary school staffs.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Establishment of a University Education Department A university department of education has recently been established at the University of Buenos Aires. The fundamental problems which have been assigned to it as subjects for study are : (a) the educational and functional structure of the University of Buenos Aires, taking account of the coordination which should be established between the courses of study of the various faculties; (b) the method to be applied to adapt the courses of study to the real needs of education, taking account of the experiences of other universities; (c) the possibilities of collaboration between the advanced section of the various faculties. The department will have a library of both Argentine and foreign documents at its disposal; it will establish comparative studies, deal with the organization of university educational study days and conferences, and undertake investigations, etc. IBE - 37 P - 37 L (82)

Specialist Teaching The Minister of Education has given his approval to the study plan which will enable pupils of the Mining School to obtain the diploma of bachelor of mining technique. At the same time, a training college has been established in Buenos Aires for the training of modern language teachers. IBE - 373.54 - 371.12 (82)

AUSTRALIA

Grants to Universities The Commonwealth Bank of Australia has approved special grants totalling £72,500 to the Universities of Adelaide, New England, Queensland and Western Australia for financing major projects designed to assist the promotion of primary production. IBE - 378 (94)

New Teachers' College A new teachers' college was opened at Wattle Park, South Australia, in February 1957, with an initial intake of three hundred students. The student enrolment will later be increased to four hundred and fifty. IBE - 371.121 (94)

Teachers' College Scholarships By arrangement with the New South Wales Department of Education it is now possible for students holding Teachers' College Scholarships to undertake full-time university degree courses at Canberra University College. After completing a full-time degree course of three or four years' duration, trainee teachers will proceed to a teachers' college for a further year to complete their qualifications. IBE - 371.124 (94)

Oriental Studies in Universities The University of Sydney has commenced courses in Chinese, and in the near future will establish courses in the culture and history of Malaya and Indonesia. The Canberra University College

now provides courses in the Japanese and Chinese languages and in Indonesian studies. It is hoped shortly to commence Indonesian language courses at both the University of Melbourne and the Canberra University College. The University of Melbourne intends, in addition, to establish a full undergraduate course in Malayan and Indonesian studies as soon as possible. IBE - 378 (94) - 375.13 (94)

Beaurepaire Physical Education Centre The official opening of the Beaurepaire Physical Education Centre at the University of Melbourne took place late in 1956. The Centre consists of the offices of the University Department of Physical Education, a gymnasium, a trophy hall and a swimming pool. The section occupied by the Department of Physical Education includes research laboratories, a posture gymnasium, health examination rooms, lecture rooms, library and a tutorial room. IBE - 371.73 - 378 (94)

New Conservatorium of Music Queensland's Conservatorium of Music opened in February 1957, its first director being Dr. William Lovelock, formerly Dean of the Faculty of Music in the University of London. IBE - 375.75 - 378 (94)

English Radio Programme for Migrants The Australian Broadcasting Commission has commenced broadcasting "Making Friends", a five-day-a-week programme for New Australian women. This programme is intended mainly for the married women with children who tend through their home duties and ties to remain isolated from the community. The programmes discuss matters of interest to women with homes and children and give helpful information on such matters as food, health, clothes and educational opportunities and future careers for children. It is hoped that through the interesting content of the programmes, listeners will also acquire ease in understanding and in using the English language. IBE - 371.97 (94)

AUSTRIA

A New Educational Institute The main task of the recently established Educational Institute at Salzburg will be the training of primary and secondary teachers and the further training of teachers in service in scientific and teaching methods. The institute will also undertake research, the results of which will be published. It is in this institute that secondary teachers will do their year's probationary period. IBE - 371.13 (436)

Children and Books From 31st May to 2nd June, 1957, the Young People's Book Club, in collaboration with the "Landesjugendreferat" and the Educational Institute of Carinthia, organized study days to consider the present situation of youth with regard to books and films. Several Austrian and foreign specialists took part in the work. IBE - 371.862 (436)

BELGIUM

Establishment of a National Physical Education Institute By virtue of a law passed in 1956, a National Institute of Physical Education and Sports has been established. Previously the activities taken over by this institute were carried out by the physical education, sports and open-air works administration of the Ministry of Public Health and the Family. The new institute will also deal with help to physical education groups, the diffusion of physical education and sports among the masses of the population and the establishment of a documentation centre. IBE - 371.73 (493)

Speech Defects This year, 27 more students have graduated from the school for the study of speech defects belonging to the Belgian National League for Mental Hygiene. It is estimated that 15% of the total number of school-age children have some kind of speech trouble: muteness, stuttering, infantilism, or pronunciation faults either of letters or of words, to say nothing of the defects arising from anatomical malformations such as hare lips, etc. IBE - 371.913 - 371.19 (493)

For the Benefit of Young Cripples Special educational sessions have been organized by the Belgian Cripples' Friendly Society at the National Youth Hostel at Genval, providing handicraft training for some thirty young people suffering from paralytic troubles. These special sessions have enabled the physically handicapped who cannot attend the existing vocational institutions to receive guidance as well as a methodical and rational training in a craft activity, thus providing an efficient aid in helping them to earn their living and bolstering up their morale at the same time. IBE - 371.916 (493)

Loans to Students For the academic year 1955-1956, 218 loans were granted by the University Foundation to 185 men students and 33 women students to enable them to follow advanced studies. The amount of these loans varied between 3,000 and 25,000 francs. In all they amounted to the sum of 3,212,000 francs. IBE - 378.9 (493)

University Day The Association of Professors of the Brussels Free University has organized a 'university day' devoted to physical science and intended to maintain close connection between higher education and secondary education. IBE - 37 N (493)

CANADA

Qualifications of Prospective Teachers As from September, 1957, all students who enter the Nova Scotia Normal College holding a provincial high school pass certificate of grade XI (junior matriculation level) will be granted an Interim Licence of Class 3 on completion of their studies. This will only be valid for a period of five years. In order to continue teaching in the public schools, they must gain a provincial grade XII pass certificate within the five-year period. Having completed these requirements, they will then qualify for an Interim Teaching Licence of Class 2. IBE - 371.12 (71)

CEA-Kellogg Project in Educational Leadership Although the CEA-Kellogg Project in Educational Leadership, which is regarded as a most successful venture in interprovincial cooperation in education, formally came to an end on 31st December, 1956, many of its activities will be carried on under other auspices. The Canadian Education Association (CEA) is itself holding a short course in educational leadership in May, 1957, which will be financed entirely from Canadian sources. In addition there will be leadership courses for school principals in Alberta and Ontario; seminars in educational leadership at the Universities of Saskatchewan and Acadia; the Canadian Conference of Deans and Professors of Education; the internship programme for students of supervision at the Ontario College of Education; the induction programme for newly-appointed inspectors in Ontario; and a general broadening of educational meetings at both provincial and local levels by the cross-representation of teachers, principals, inspectors, trustees, personnel from faculties of education and teachers' colleges, and parents. IBE - 379.3 - 37 P (71)

School Supervision and Administration Survey The "Ecole de Pédagogie et d'Orientation" of Laval University has undertaken a survey of resources in French-speaking Canada for training in school supervision and administration.

The survey will involve the Universities of Laval, Montreal, Sherbrooke, Ottawa and St. Joseph's, as well as the Quebec Department of Education. Some financial assistance has been made available through the CEA-Kellogg Project. IBE - 379 - 37 P (71)

Study Scholarships The Department of Education of the Province of Ontario has offered three scholarships of \$ 2,000 a year for study outside Ontario during the school year 1957-1958, provided that the course of study to be followed and the institution where the work is to be done has the approval of the Minister of Education. The scholarships are limited to residents of Ontario who hold an Ontario teaching certificate and university degree. IBE - 379.67 (71)

Classes for Crippled Children Beginning 1st January, 1957, the Department of Education of Manitoba is making a grant of \$ 3,000 for each special class for crippled children. The classes are expected to average fifteen pupils, with a minimum of ten; the school districts will supply teachers, classrooms and special equipment required. The Crippled Children's Society is responsible for transport of the children. IBE - 371.916 (71)

Development of Folkschools The folkschool movement in Nova Scotia has developed from one school held at Kennetcook, in February, 1948, to five schools a year, arranged to cover as wide an area as possible. The schools, which are intended to provide courses to meet the needs of people who live in rural areas, farmers and fishermen in particular, are open to anyone between the ages of 18 and 80; they are residential and last for two weeks. A modified folkschool course given in 1953 to former patients at Kentville Sanatorium, in order to help them make readjustments for their return to employments and normal social life, was so successful that further rehabilitation schools were organized in 1954 and 1955, with consultants from the Department of Public Health, the Nova Scotia Tuberculosis Association, the Physical Fitness Division, the Director of Guidance and the Adult Education Division. Two further developments took place in 1956. An advisory board of representatives from rural and urban organizations cooperated in planning and directing the Western Nova Scotia folkschool and for the first time a Fishermen's folkschool was held, with courses related to problems and topics of interest to men of the sea. A school similar to the latter was held early in 1957. IBE - 374.7 (71)

Annual Prize for Adult Education The Canadian Adult Institute has instituted an annual prize for adult education. Its aim is to recognise the exceptional merits of a contribution to adult education judged particularly important on account of its significance, range, methods, techniques or results. IBE - 374 (71)

CUBA

Encouraging Healthy Children's Literature The Permanent Council of Women for the Welfare of Children is very much concerned about the harmful influence on young children of certain publications which have an increasing vogue. Being conscious of this danger, the Council has undertaken a campaign to bring about the prohibition of the sale of "comics" and all other publications which constitute a danger to childhood. The Council is also interested in the publication of healthy children's literature and in the diffusion of radio, film and television programmes adapted to the real interests of children. IBE - 371.863 (729.1)

ECUADOR

New Curricula The new curricula and syllabuses for schools with several teachers have come into force. According to these new curricula, it would seem that the objectives of primary education are as follows : (a) to cultivate the feeling

of moral, social and civic responsibility so as to strengthen democratic life; (b) to instil knowledge and to develop aptitudes; (c) to protect and improve health, and to encourage and ennoble the use of leisure; (d) to improve family life and to develop human relations; (e) to contribute to economic welfare. *IBE* - 375.05 (866)

FRANCE

Scientific Education During the year 1955-1956, for 16,000 pupils studying philosophy there were 12,000 taking elementary mathematics and about the same number experimental science, whereas, in order to satisfy the needs of present-day society, six out of every seven pupils should be doing scientific studies. With the object of attracting pupils towards the scientific section in the second stage of secondary education, an increase in the coefficients for the tests corresponding to the baccalaureate will shortly be introduced (parity which existed in 1902 between literary and scientific tests). In addition, as from the re-opening of schools in 1957, measures have been taken which will permit an increase in the timetable for the teaching of mathematics in classes of the first stage. A ministerial circular stipulates that headmasters should give ample information to the parents on the recent instructions and the benefits to be gained by directing a large number of pupils towards scientific studies. *IBE* - 373.54 (44)

To Benefit Technical Education The higher normal school for technical education, inaugurated on 23rd May, 1957, at Cachan, near Paris, is responsible for the training of men and women teachers for the national vocational schools and the technical colleges, teachers for the apprenticeship centres being trained in the national apprenticeship normal schools. Provision is made for the development of the new institution by the addition of two national apprenticeship normal schools with three connected schools, a women's technical-industrial school, a technical commercial college for both sexes and a national vocational school for boys, with new classes. Three thousand pupils will be assembled instead of the 700 teacher trainees at present enrolled. *IBE* - 371.12 - 373.5 (44)

History Teaching Henceforth the history syllabuses in the lower secondary classes will be lightened so that each deals with one period only. In the sixth class (the lowest), only the East and Greece will be studied, then Rome and the beginnings of the Middle Ages in the fifth, the Middle Ages in the fourth, and the XVth, XVIth and XVIIth centuries in the third. The syllabus of the second class will deal with the period 1789 to 1871, and that of the first class from that date to 1945. Temporarily, the leaving classes will study the chief contemporary civilisations. *IBE* - 375.42 (44)

Decreasing the Number of One-Teacher Schools In sparsely populated districts, steps are being taken to bring about better school organization by decreasing the number of one-teacher schools and vacant teaching posts, the pupils being regrouped in larger schools by the application, since 1953, of a decree providing services for collecting the children. Such services are usually provided by professional transport firms. Subsidies are only granted to communes where the receiving school is situated more than 3 kilometres from the home of the families concerned and if the children collected are without exception attending public schools. However, a new measure will enable certain transport services to be subsidised for the benefit of pupils attending further education courses. *IBE* - 371.27 (44)

Non-Matriculated Students at Universities As from October 1957, students who have not passed the baccalaureate examination will be able to enrol in the faculties of law, arts, science and pharmacy. For those who

cannot produce a diploma equivalent to the baccalaureate, a special examination is provided consisting of a conversation with the examining board and oral testing on certain questions. These special examinations can only be passed twice. IBE - 379.6 - 378 (44)

Extension of Scouting From 6th to 13th July, 1957, at the Educational Centre of Montry (Seine-et-Marne), an information course on the extension of scouting was organized under the patronage of Miss Mezeix, General Inspector of Education in charge of the further training classes and schools. The course was for the benefit of the teachers and educators in boarding schools, further training classes and schools, medico-pedagogical institutes, institutes for the blind and the deaf-and-dumb, hospitals, etc. IBE - 371.19 - 373.037 (44)

School Work and Pupils' Health Recent studies on problems relative to the efficiency of school work and its connection with the children's health have brought into prominence the excess of written work generally demanded of the pupils. Six hours of class well employed constitute a maximum beyond which a supplement of sustained work can only result in fatigue prejudicial to the physical health and the nervous equilibrium of children under eleven years of age. IBE - 371.249 (44)

A Medico-Psychological Clinic for Students A year ago a medico-psychological clinic was established at Sceaux by the "Students' Sanatorium" foundation, for the benefit of men and women students suffering from minor nervous troubles such as nervousity, difficulties of adaptation, inhibition in work, anxiety states, instability, etc., which can be cured by psychotherapy, sleep cures, and various other means without interrupting the studies. The maintenance of contact of each patient with his work is considered of prime importance. IBE - 378.9 (44)

GERMAN DEMOCRATIC REPUBLIC

Pre-university Period The new university programme project drawn up by the central council of the "Freie Deutsche Jugend" (East German youth organization) stipulates that young people in East Germany must spend a year in a factory before being able to go to a university or higher school. IBE - 378 (43)

Rural Schools A very differentiated system of schools in rural areas has made it possible to do away with one-teacher schools gradually. Whereas such schools numbered 44,114 in 1945, they were reduced to 59 only in 1956. IBE - 371.291 (43)

GERMAN FEDERAL REPUBLIC

University Training of Teachers Primary teacher training in North Rhine-Westphalia has been increased from four to six semesters in the educational academies. Candidates must be matriculated and be under twenty-eight years of age. IBE - 371.12 (43)

Girls Secondary Studies In North Rhine-Westphalia and in Rhineland Palatinate, girls in possession of a "Frauenoberschule" certificate will henceforth be permitted to prepare for a complementary examination the certificate of which will enable them to enter a university. IBE - 373.105 (43)

University Enrolment The total number of students registered in the universities was 134,397 for the summer semester of 1956, being an increase of 5% on the figure for the preceding year. Out of this total there were 25,587 women students (19%) and 7,512 foreigners (5.6%). IBE - 378.27 - 378.28 (43)

Traffic Regulations The town of Aachen has created a garden-school on a large asphalted plot of ground on the outskirts of the city where children learn to observe the traffic regulations either by using a scooter or a small pedal car. IBE - 375.831 (43)

HONDURAS

Promotion Badge At the distribution of the leaving diplomas, pupils of the girls' normal school received, as a souvenir, an artistically engraved ring on which figured a symbolic design and also the name of the normal school and the date of the promotion. IBE - 381.25 (728.3)

HUNGARY

University Enrolment The student population in Hungary was nearly four times as great in 1955-1956 as it was in 1938, being 43,800 as compared with 11,700. Present plans will involve an increase of 40% in the number of technical university students by 1960, and an increase of 20% in the number of first year and college students. IBE - 378 (439)

INDIA

Indian Institute of Technology One thousand four hundred students were enrolled in 1956-1957 in the Indian Institute of Technology, which was established in 1951 at Kharagpur (Bengal) as the first of the four higher technological institutes planned to be opened in India. The Kharagpur Institute comprises, at the present time, fourteen departments equipped with modern machinery and tools for post-graduate study and research: agricultural engineering, architecture and regional planning, applied chemistry, civil engineering, electrical engineering, electronics and electrical communications engineering, geology and geophysics, humanities and social sciences, mathematics, mechanical engineering, metallurgy, naval architecture and marine engineering, physics and meteorology. IBE - 378.61 (54)

Rural Science Centres A network of rural science centres (Vigyan Mandirs) is to be created in India to advise the inhabitants of villages and small communities on practical applications of science in everyday life. The Indian government has appointed a commission of fifteen members, headed by the Minister of Natural Resources, to work out details of the plan. The centres will operate as laboratories for applied science where pupils of secondary schools will be trained and at the same time gain first-hand practical experience. An experimental centre set up in New Delhi during 1953 has proved a success. IBE - 374 - 375.2 (54)

Nationalized Textbooks The Rajasthan government has decided to introduce nationalized textbooks in all subjects up to the middle standard throughout the state by July, 1958. With this end in view, the government has appointed a Textbooks Nationalization Board composed of six members, with the chairman of the Board of Revenue as its chairman. IBE - 371.329 (54)

Children's Museum A children's museum will shortly be opened at Sanganer, near Jaipur, as part of the community development programme. The museum will endeavour to "reveal to the children the world in which they live, and promote intellectual curiosity besides bringing outdoor life within the walls". IBE - 371.365 (54)

INDONESIA

Children's Books A permanent international exhibition of children's books is being established in Djakarta, to serve as a pilot children's library, where librarians will be trained. About half of the books displayed, which are for children

and young people up to the age of sixteen years, are suitable as reading books for use in school. IBE - 371.862 (92)

Overcrowded Faculties There are about 10,000 students in Djakarta, of which approximately 8,000 are enrolled in the four faculties of the University of Indonesia, and about 2,000 in private institutions of higher learning. All the faculties are overcrowded, some classes being attended by over 800 students. IBE - 378 (92)

IRAN

Textbooks for Illiterates In connection with the literacy campaign undertaken in 1956, 4,000 copies of a textbook based on the auditive and visual method have been placed at the disposal of persons wishing to read and to write. This textbook, which is sold at half the cost price, enables an illiterate to learn to read and to write short sentences in four months. A second textbook is being prepared, as well as a small weekly publication. Twenty-page booklets supplying easy reading and dealing with interesting social questions will also be published for those pupils who have finished the first two courses and the reading of the second textbook. IBE - 379.635 - 371.329 (55)

ITALY

Choice of Textbooks According to the terms of a recent publication of the Ministry of Education, the greatest liberty is allowed teachers with regard to the choice of textbooks. So that teachers may exercise this choice without any outside interference, publishers have been forbidden to offer special facilities in this connection. Moreover, any subsidies must be made through the intermediary of the Ministry. IBE - 371.329 (45)

JAPAN

International Students' House The first objective of the Association of International Education, in Japan, which was founded on 1st March, 1957, has been the construction of an international students' house in Tokyo, expected to be opened in October of this year. IBE - 378.9 (52)

MALAYA

Malaya University All the faculties and departments of the University of Malaya have up to the present been situated in Singapore. Henceforth, as from September, 1957, some of the courses will be conducted in Kuala Lumpur. IBE - 378 (595)

NETHERLANDS

Educational Study Centre The municipalities of Amsterdam, Arnhem, Enschede, Groningen, Harlem, The Hague, Nimegen, Rotterdam and Utrecht have come to an agreement to establish an educational study centre at Amsterdam for the study of problems of an educational, teaching and administrative character that may be raised in connection with education. IBE - 37 P (492)

Secondary School Enrolments The number of pupils in the lower and upper sections of secondary schools increased from 108,845 in 1955 to 119,747 in 1956, this being an increase of 10%, while the number who passed the secondary school leaving examination rose from 9,938 to 10,522 in the same period. IBE - 379.96 (492)

Development of Technical Education The curators of the Polytechnical School (Technische Hogeschool) at Eindhoven have submitted to the Ministry of Education plans for the construction of a new series of buildings representing a total capital outlay of 53 million florins. The plans include the setting up of workshops for building construction, electro-techniques and industrial chemistry around a main building comprising general science rooms, the library and various other services. The new school would make it possible to increase the number of students from 1,000 to 2,000. IBE - 378.61 (492)

NEW ZEALAND

Student Union Building The government has approved an initial grant of £100,000 for the construction of the proposed Student Union building at Victoria University College, the total cost of which is estimated at £260,000. The building will be expected to serve 4,000 students by 1960. The student body will provide a large part of the finance required. IBE - 378.9 (931)

PAKISTAN

Vocational Training The All-Pakistan Conference on Cooperation, Marketing and Credit, which was held in Karachi in April, 1957, decided that, in each province, two regional training institutes should be established at suitable centres, to work independently, but in coordination with the respective colleges to be set up at the provincial headquarters. The existing institutes, one in each province, should be modernised and fully equipped. IBE - 373.5 (549)

Institute of Meteorology An Institute of Meteorology and Geophysics has been established in Karachi. The Institute will provide facilities for training and research to the personnel employed in different branches of the Meteorological Department. IBE - 378.61 (549)

PANAMA

Setbacks and Secondary Education The government has appointed a special commission to study measures to reduce the proportion of pupils who fail in their secondary school examinations. This commission will be expected: (1) to define the immediate and long-term objectives of secondary education; (2) to proceed to a revision of syllabuses, taking count of these objectives; (3) to draw up unified curricula applicable to the whole of the country. IBE - 373 (862)

PHILIPPINES

Medium of Instruction The Philippine Department of Education has decided that at primary level the local dialect will be used as the medium of instruction in grades one and two in all public and private schools. IBE - 375.12 (914)

POLAND

Educational Conference More than four hundred educationists participated in the work of the National Educational Conference recently held in Warsaw. The following subjects were on the agenda: the reform of the school regime; the bases of moral education; the development of educational sciences; hygiene and physical education in school. IBE - 37 N (438)

Vocational Education Prolonged As from 1957, the vocational school courses will be prolonged by one year. Studies will cover three years in the basic schools and five years in the technical schools. IBE - 373.5 (438)

SPAIN

Teachers of the Deaf-and-Dumb The National College for the Deaf-and-Dumb has recently celebrated the hundred and fiftieth anniversary of its foundation. The centre provides boarding facilities and primary and pre-vocational training for 180 pupils of both sexes. A few day pupils are also admitted. The girls learn needlework and dressmaking, knitting, embroidery and doll-making, while the boys have at their disposal workshops for carpentry, men's clothing, shoe repairing, printing, bookbinding and sculpture. The number of deaf-and-dumb persons in Spain is nearly 25,000 at the present time. IBE - 371.912 (46)

For the Benefit of Farmers The teaching staff of the agricultural type of "Institutos laborales" (technical colleges) must in future have direct contact with the farmers in the district through the "Farmers' Aid Service" set up in each college. They are thus expected to reply to any questions of a technical, material, legal and moral character which may be put to them, to make known, by means of lectures, broadcasts and demonstrations, new agricultural exploitation techniques being used and to inform the farmers of the ways in which the public powers can help them. IBE - 371.387 (46)

TURKEY

Development of Schools There were 19,122 primary schools with an enrolment of 2,116,000 pupils operating in Turkey in 1956, as compared with 12,511 primary schools and 1,460,000 pupils in 1950. In the same period, the number of public junior secondary schools increased from 343 to 536, and of public senior secondary schools from 59 to 90. IBE - 379.96 (496)

Higher Education Of the total of over £T 587,000,000 allocated to education in Turkey in 1957, £T 72,000,000 is earmarked for Ankara and Istanbul Universities and Istanbul Technical University. Other developments in higher education include the opening of the Aegean University of Izmir with medical and agricultural departments to begin with and preparations for the opening, in 1958, of the Atatürk University in the eastern provinces and the Trabzon Technical University in the Black Sea area. IBE - 378 (496)

UNION OF BURMA

University Enrolments During the past two years, the student population of the University of Rangoon has increased from about 7,000 to more than 10,000. In order to cope with this increase, it has been necessary to erect temporary buildings for first-year arts and science students. IBE - 378 (591)

U.S.S.R.

Establishment of Scientific Institutes During the year 1956, a number of higher education institutes were established in the Soviet Union to deal with the following subjects: electro-mechanics, globe physics, atmospheric physics, applied geo-physics, mineralogy, geo-chemistry, crystallo-chemistry of rare elements, evolutionist morphology, world economy and international relations, sinology, etc. IBE - 378 (47)

Children's Book Week It has become traditional to organize a "Children's Book Week" during the Easter holidays which last six days. The fourteenth of the series opened in Moscow with the participation of a hundred poets and writers who came to the capital to speak to the children about their work and to answer questions put by their readers. At this period of the year, the cinemas and

theatres welcome children especially, the circus prepares a special programme for them, and the broadcasting and television services put on juvenile transmissions particularly for the thirty million schoolchildren on holiday. IBE - 371.86 (47)

UNITED KINGDOM

Teacher Training to be Prolonged According to a recent statement by the Minister of Education, the training course for teachers is to be extended from two years to three in 1960, resulting in a one-third reduction in the present annual output of 10,000 teachers from training colleges, and no new teachers at all in 1962. To counteract this, steps are being taken to encourage more young people to take up teaching as a career and to train for the profession during the intervening years. IBE - 371.12 (42)

Manchester Training College Five years ago the Manchester Education Committee took the initiative of establishing a day training college for women in a centrally situated and easily accessible part of the town. The unusual feature of this training college, as shown by the report recently issued, is that it is not restricted to young women who have just completed their secondary school course; it is open to more mature students a large proportion of whom are or have been married and many of them have children. The students' ages range from 18 to 48 at the present time, the average being 26 years. While some of the older women may lack something of formal education, their more mature outlook, knowledge of life, and experience in dealing with people have proved to be a great asset. IBE - 371.12 - 376.1 (42)

" Education in England " Vacation Course About a hundred teachers from eighteen countries attended the fortnight's vacation course on " Education in England " held at the London Institute of Education during July, 1957. Participants had an opportunity of visiting a number of schools, teacher training colleges, and the Ministry of Education, and of hearing a number of experts discuss their particular sections of the service. IBE - 371.13 (42) - 37 N (42)

Campus Schools Scheme Hull Education Committee intends to put into operation a scheme which will eventually make the eleven plus examination, by which children are selected for the three types of secondary school, unnecessary. Under the new scheme children will be able to change the direction of their education to a technical, academic, or commercial career in the same school. Two campus schools are to be established, one on a 40-acre site and the other on a 30-acre site. Each school will in reality be three schools in one, but the children attending them will be virtually attending one school. Nearly 2,000 are expected to attend each campus school. IBE - 373.10 (42) - 379.66 (42)

Grammar School for Physically Handicapped The opening of new buildings for the Lord Mayor Treloar College, at Alton, Hampshire, in June 1957, has made it possible to provide a grammar school boarding education for physically handicapped boys, particularly for those whose physical handicaps prevent them from attending ordinary schools, but whose intellectual capacities will enable them to do advanced study. IBE - 371.916 - 373 - 371.011 (42)

Occupational Centre for Mentally Handicapped A new occupational centre for mentally handicapped children, the first of its kind in the country, is being built at Hardwick, Hildenborough, by the Kent County Council. It is estimated that the centre will cost about £16,000 to complete. IBE - 371.92 (42)

Senior National Youth Camp, 1957 The seventh Senior National Youth Camp (to be known in future as the International Youth Camp) was held at West Linton, Peebleshire, Scotland, from 3rd to 17th August, 1957, under the joint

auspices of the Educational Institute of Scotland and the Association of Directors of Education in Scotland. The camp is designed to bring together about 220 boys and girls, aged between 16 and 18 years, from various parts of the United Kingdom and from overseas, and its main object is to foster ideals of citizenship, both by lectures and discussions and by putting the principles of good citizenship into practice in the corporate activities of the camp itself. This year, in addition to pupils from Scotland, England and Northern Ireland, some of the campers came from Bavaria and Norway. IBE - 371.871 - 377.35 (41)

National Essay Competition Over 3,000 schools throughout the country participated in a recent national essay competition. The winner of the competition, a 13-year-old boy from Corby (Northants) County Modern School for boys, who was previously judged best at both school and county level before being awarded the national prize, was entitled to a fortnight's holiday in Kenya in August, 1957, with all expenses paid. IBE - 375.105 - 37 N (42)

UNITED STATES

School Statistics According to the latest Biennial Survey issued by the Office of Education, 92% of the pupils in 1956 finished the 8th grade of schooling, 87% entered high school, 55% successfully completed their secondary studies, and 28% entered college. IBE - 379.63 (73)

Shortage of Classrooms and of Teachers From data supplied to the Office of Education by the various state departments of education, it is calculated that 31.5 million pupils were enrolled in American public schools at the beginning of the 1956-1957 school year. Of these 22.2 million were in primary schools and 9.3 million in secondary schools. This means that 2.3 million were in excess of the normal capacity of publicly owned school plant, and that consequently classes were overcrowded and use had to be made of the two-shift system, i.e., one class in the morning and another in the afternoon. As many as 159,000 more classrooms were needed — 80,000 to take care of the enrolment in excess of normal capacity, and 79,000 to replace obsolete facilities still in use. Full-time and part-time teachers employed numbered 1.2 million, of whom about 89,000 were not fully qualified. IBE - 371.6 - 371.1 (73)

Status of Teachers The results of a survey undertaken by the National Education Association show that men make up 27.5% of the teaching force in the United States of America. Men tend to leave the profession earlier than women, the median age being 34.4 years, presumably to take up other occupations. The median age for women is 45.5 years. The national average salary of a typical man teacher is \$ 4,374, but 73% of the men supplement their school pay with earnings from outside jobs. IBE - 371.15 (73)

Comparative Education As a sequence to the 3rd Conference on Comparative Education organized by the University of New York, a comparative education society was constituted under the chairmanship of Dr. Brickman, director of the department of the history of education at the University of New York. The aims of this society are as follows: (a) to promote and improve the teaching of comparative education in the colleges and universities; (b) to encourage scholarly research in comparative and international education studies; (c) to interest the professors of all subjects in the comparative and international aspect of their special subject. IBE - 37 A - 37 P (73)

Education Week "An Educated People Moves Freedom Forward" is the theme of the American Education Week which will take place throughout the country from 10th to 16th November, 1957. IBE - 37 N (73)

TEPS Conference Nearly 1,000 educators participated in the twelfth annual conference sponsored by the National Commission on Teacher Education and Professional Standards (TEPS) held in Washington, D.C., from 25th to 29th June, 1957. The work of the conference centred around the general topic "Personnel Policies for Schools of the Future". IBE - 371.18 (73)

World Friendship Project Approximately 80 public, parochial and independent junior high schools participated in some aspect of a project sponsored by the World Affairs Council of Philadelphia, in cooperation with the Philadelphia Board of Public Education. The choice of the country to be studied in the 1957 project centred on Switzerland, and the participating schools sought to promote greater interest in and a better understanding of Switzerland on the part of the pupils by arranging assembly programmes featuring films and speeches on Switzerland, by the study of the land and people, and by displays of work, etc. IBE - 377.38 (73)

Safety First Teaching The National Commission on Safety Education of the National Education Association, in cooperation with the Research and Statistical Services Branch of the Office of Education, has organized an inquiry among institutions of higher education to determine what courses or activities they provide for training people to work in highway safety. IBE - 375.831 - 37 P (73)

VIETNAM

School Building Programme In 1956, there were 4,152 classrooms available for primary education. Another 3,790 were required in order to provide every village or group of hamlets with a school. The government hopes to reach this objective within three years. Secondary school classrooms available in 1956 numbered 280, but it was hoped to build another 237 classrooms during the school year 1956-1957. IBE - 371.6 (596.1)

YUGOSLAVIA

Educational Reform The aim of the reform which is at present being studied is to relate the school more closely to everyday life. This reform will involve changes in the character of the secondary schools. The new four-year secondary school, with modified aims and a re-adapted programme, will be a sort of intermediate instruction school with a considerably enlarged curriculum. According to the points of view at present expressed, the new secondary school will comprise sections for three main groups of subjects: natural science, social science and technical culture, selected by the pupils according to their particular bent and aptitudes. There will be no water-tight division between the different sections. IBE - 373 (4971)

INTERNATIONAL EDUCATIONAL ACTIVITY

Proposed European Baccalaureate An intergovernmental agreement has been signed by the prime minister of Luxembourg and the diplomatic representatives of the five other countries of the "Coal-Steel Community" sanctioning the existence of the first "European School", a school which has actually been functioning for the last four years in Luxembourg. This "European School" enrolls some four hundred children divided into five primary classes and seven secondary classes. The teaching staff is composed of thirty teachers seconded by their national administrations. The basic teaching is carried out in the mother tongue of the pupils (German, French, Italian or Flemish), while certain common courses gather together the pupils of classes at the same level "to encourage closer relations and exchanges between the nationalities".

Teaching is given on the basis of unified syllabuses and timetables constituting a synthesis of the various national systems. The future "European baccalaureate", common to all the linguistic sections, will be equivalent to the corresponding diplomas and will permit the holders to pursue their studies in the universities and other higher education establishments of the six countries. IBE - 379.823 - 373.105

Scientific Diplomas According to the terms of an inquiry published by the "Documentation française", the proportion of scientific diplomas awarded in 1954 per million inhabitants was respectively 336 in U.S.S.R., 281 in the United States, 162 in Great Britain, 153 in Western Germany, 126 in Switzerland, 111 in France and 96 in Italy. IBE - 378.61

European University Interchange A report recently issued by the Committee for Foreign University Interchange and published by the British Council, states that the 551 visits which have been arranged during the past eight years have produced a total of 985 contacts between the participating European universities. The interchange scheme of short visits by university teachers, lasting from one to three weeks, was first inaugurated in 1948 between the United Kingdom and Belgium, but has since been extended to include Austria, Finland, France, Germany, Iceland, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and Yugoslavia. A yearly interchange of sixty-three visits is at present carried out each way between these countries, and plans are also being made for the inclusion of Denmark, Turkey and Poland during the current year. A new scheme for the exchange of longer teaching visits of one term or semester will shortly be introduced between Belgium, France, Germany and the United Kingdom. IBE - 378 - 379.822

Teacher Exchanges More than five hundred teachers belonging to thirty-eight countries will participate in the international teacher exchange programme arranged for the year 1957-1958 between the United States of America and other countries. IBE - 379.822

Montessori Congress The XIth International Montessori Congress will be held in Rome from 26th to 28th September, 1957, as part of the ceremonies organized by the International Montessori Association to commemorate the first "Casa dei bambini", founded in Rome on 6th January, 1907. The work of the Congress will centre around the theme "Maria Montessori and contemporary educational thought", and it will be illustrated by an international Montessori exhibition. IBE - 372.32 - 37 N

World Union of Catholic Teachers The third Congress of the World Union of Catholic Teachers, held in Vienna from 28th to 31st August, 1957, concentrated its work on the examination of the "teacher's role in international life". IBE - 371.18 - 37 N

Federation of Free Teachers' Unions A conference and a summer school were organized from 15th to 20th July, 1957, in Rome, by the International Federation of Free Teachers' Unions, with the collaboration of the Italian Primary School Teachers' Union. The work of the summer school dealt with the employment of schoolchildren's time in connection with the reduction of working hours. IBE - 371.86 - 37 N

Scholastic Information An International Association of Scholastic, University and Vocational Information has been constituted as a sequence of the general conference (October 1956) organized by the provisional commission appointed to deal with international cooperation in respect of scholastic information. IBE - 37 L

Education for Human Relations The eighth study course convened by the Comparative Education Institute in Innsbruck from 30th July to 3rd August, 1957, in collaboration with the Austrian Ministry of Education and the "Caritas" organization, examined the problem of education for better human relations and the various forms that this education can take. IBE - 377.31 - 37 N

In Celebration of the Work of Comenius An international conference devoted to research on the life and work of Jan Amos Comenius is being held in Prague from 23rd to 28th September, 1957, under the auspices of the Czech Academy of Science. IBE - 37 C - 37 N

Encouraging More Thorough Civic Education During the second World Brotherhood course on "Human Rights", the participants, for the most part educationists, declared that civic education was insufficient in the majority of countries, especially concerning the training of the international spirit. They also expressed the wish that teaching dealing with the principles of institutions of an international character, as well as the collaboration of nations in the spirit of the Universal Declaration of Human Rights and of the European Convention, should be included in the curricula of schools of all categories and at all levels. IBE - 375.8 - 37 N

Maladjusted Youth Three hundred participants belonging to seventeen nationalities met at Hamburg for the eighth meeting organized in Western Germany on the problems of maladjusted youth. This meeting, under the chairmanship of Mr. Joubrel (France), permitted discussion to take place particularly on the status of the specialist teacher, such as has been established by a committee of experts of the International Catholic Bureau, and on various solutions for the prevention of difficulties, supervised freedom and post-cure of maladjusted youth, as applied at Hamburg and Freiburg-im-Breisgau. At the administrative council meeting and the general assembly of the International Association of Teachers of Maladjusted Youth, it was decided that the two topics of the fourth congress of the association (which in principle will be held in Lausanne in the summer of 1958) should be the following: "Criteria of keeping a maladjusted child in the family environment" and "The in-service improvement of teachers of maladjusted youth". IBE - 377.911 - 37 N

The Centenary of Baden-Powell Thirty-five thousand boys representing some seven million young scouts from all parts of the world participated in the various celebrations which took place at Sutton Park, near Birmingham, to mark the silver jubilee of the scout movement and also to commemorate at the same time the centenary of the birth of Baden-Powell, the founder of the movement. It was, in fact, at the camp at Brownsea in Dorset, from 25th July to 9th August, 1907, that the scout movement was first inaugurated. IBE - 371.037 - 37 N

The Modern School As a result of the Modern School conference held at Nantes, it has been decided to constitute the International Federation of the Modern School Movements (F.I.M.E.M. Cannes, France). Nineteen countries have joined the federation which proposes, amongst other things, to coordinate collective research, to organize exchanges between pupils and teachers on an international scale, and to promote by all means in its power liberating methods of education and the modernisation of teaching. IBE - 371.18

Correspondence Education The fifth International Conference on Correspondence Education was held in Banff, Alberta, Canada, during June 1957. The conference is held at four-year intervals. IBE - 377.4

International Meeting on School Building Persons responsible for school building in seven countries met together, at Brussels, for an exchange of views under the auspices of the Western European Union. IBE - 371.6 - 37 N

European Private Schools The first International Congress of European Private Schools will be held from 6th to 10th November, 1957, at the Congress Hall, Rome, with the participation of the following countries: Austria, Belgium, Finland, France, Italy, Luxembourg, Netherlands, Spain, Switzerland and the United Kingdom. Secretariat of the Congress: Liceo-Ginnasio E. Torricelli, Via Serchio, Rome. IBE - 371.016 - 37 N

Ibero-American Educational Conference The third Ibero-American Educational Conference, convened by the Ibero-American Education Bureau and the government of the Dominican Republic, will be held in Ciudad Trujillo from 23rd October to 1st November, 1957, to examine the following questions: (1) draft of Ibero-American convention of validation of studies; (2) technical education; (3) the training and further training of teachers at all levels; (4) the literacy campaign and the fundamental education of adults; (5) the functioning of the Ibero-American Bureau of Education. IBE - 37 N

Applied Psychology The XIIIth Congress of the International Association of Applied Psychology will be held in Rome from 9th to 14th April, 1958, under the auspices of the University of Rome, the National Research Council, and the Italian Psychological Society. The plenary sessions will study the following topics: (1) psychology in the training of managers; (2) psychology in the training of the physician; (3) psychology in the training of the teacher; (4) psychology in the training of the judge. IBE - 158.1 - 37 N

RECORDED 25 YEARS AGO IN N° 24
OF THE BULLETIN
OF THE INTERNATIONAL BUREAU OF EDUCATION
(3rd quarter of 1932)

● It was at the Council Meeting of the International Bureau of Education held in July 1932 that the Ministries of Education presented, for the first time, reports on the progress of education in their respective countries during the past school year. Since then, as is well known, the discussion of reports on educational progress has figured on the agenda of the International Conference on Public Education, the reports being subsequently published in the "International Yearbook of Education".

● The collection of publications of the International Bureau of Education was enriched by a reference book entitled "L'organisation de l'instruction publique dans 53 pays", collecting together for the first time comparable data on education in a large number of countries, accompanied by statistics and diagrams.

● The Parliamentary Secretary to the Board of Education stated that the expenditure from public funds on elementary education was £13. 2s. 6d. per pupil, an increase of £8. 7s. 4d. as compared with 1913-1914. This increase was due mainly to the raising of teachers' salaries, miscellaneous expenditure (principally on the upkeep and equipment of schools), and special services.

● Struck by the situation of barge children, the Watermen's Trade Union founded an organization known as "L'Enfance batelière". A beginning was made by placing children with families at Conflans-Sainte Honorine (Seine-et-Oise).

In 1921, the cooperation of bargemen's organizations was obtained and in 1923 a school was opened in the château of Conflans-Sainte Honorine. The school is an elementary boarding school, that is to say, besides the ordinary elementary programme, the children take special courses on common law, and learn rope-making, ironwork and woodwork.

● The creation of 7,000 new schools in Spain has necessitated the appointment of 100 more inspectors for elementary education, representing an increase of 50%.

● For the first time in the history of the University of Quito, the faculty of philosophy and letters of the capital of Ecuador established a professorship in education.

● Children in the elementary schools of the United States had an average of 172 days for their school year. This was an increase of ten days or about half a school month between the years 1920 and 1928. On an average the elementary school year is a week shorter than the year provided for secondary schools.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (42) EDUCATION IN THE UNITED KINGDOM

SCOTT, J. D. *Life in Britain*. London, Eyre & Spottiswoode, 1956. 273 p., bibl., app., ind. — This book dealing with life in England contains a chapter (pp. 157 to 174) on education and the different types of educational establishments in Great Britain. (IBE)

37 A (438) EDUCATION IN POLAND

DOBOSIEWICK, Stanislaw. *Our Progress in Education*. Ten years of people's Poland. Warsaw, Polonia Publishing House, 1955. 47 p. — In this small book the director of secondary education surveys the work accomplished during the last decade in the reconstruction of the Polish school system. (IBE)

37 A (44) EDUCATION IN FRANCE

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. *La vie scolaire en France*. Paris, Publ. de l'Institut Pédagogique National, 1956. 86 p., phot. (No. 1. Collection "Images de la vie scolaire"). — A generously illustrated publication enabling the public, especially the foreign public, to have a clear conception of the French educational system and its methods. (IBE)

37 A (485) EDUCATION IN SWEDEN

ARVIDSON, Stellan. *Education in Sweden*. Stockholm, The Swedish Institute, 1955. 105 p., phot. — A description of the Swedish educational system : elementary schools, secondary schools, schools for girls, universities and colleges, vocational training, adult education, the people's high school, school authorities, the 1950 school reform. The booklet is also published in French, German and Spanish. (IBE)

37 A (71) EDUCATION IN CANADA

KATZ, Joseph. *Canadian Education Today*. A symposium. Toronto, London, etc., McGraw-Hill Company of Canada, 1956. 243 p. — The authors of this collection of essays on various phases of Canadian education are teachers, principals, professors, superintendents, directors and university presidents, who reflect educational thought in the different provinces and represent all levels of education. In addition to the manifest vitality and variety of Canadian education, the reader can see that while many educational systems have developed independently in the provinces there is now a tendency towards the exchange of ideas and for increased cooperation on a national scale. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES — 37 P (73) RESEARCH (UNITED STATES)

HECHINGER, Fred M. *An Adventure in Education*. Connecticut points the way. With a commentary by Norman Cousins. New York, The Macmillan Company, 1956. 266 p. — An attempt to interpret the work and the report of the Connecticut Fact-Finding Commission on Education which was appointed in

1949 to make a state-wide survey concerning all aspects of education. By the setting up of the commission, with which fifty-five organizations collaborated, as well as 38,000 citizens belonging to all parts of Connecticut and to all sections of the population, it was intended to discover education's material requirements (buildings, teachers, curricula, etc.), its inner needs, its present and ultimate aims, thus enabling the best use to be made of the country's resources for improving the educational system. (IBE)

37 A (85) EDUCATION IN PERU

FACULTAD DE EDUCACIÓN DE LA UNIVERSIDAD NACIONAL DEL CUZCO. *Problemas Fundamentales de la educación nacional*. Lima, Facultad de Educación de la Universidad Nacional Mayor de San Marcos, 1955. 64 p. — This collective work by members of the faculty of education at the Cuzco University, in Peru, deals with the main educational problems existing in that country today. (IBE)

37 C LIFE AND WORKS OF EDUCATIONISTS — 372.21 PRE-SCHOOL EDUCATION

HAAN, Lize de. *Fröbels plaats in de moderne onderwijssystemen*. Tweede druk. Groningen & Djakarta, J. B. Wolters, 1956. 106 p., 16 pl., phot., bibl. — An account of Froebel's life and works together with a study of the part played in modern pre-school education by his system of teaching: garden, sensory material and exercises, creative activities, etc. (IBE)

37 C LIFE AND WORKS OF EDUCATIONISTS

PAVLOVA, M. P. *Pedagoghitcheskie vozrzenia A. S. Makarenko*. Moskva, Vsesoiuznoie ouchiebno-pedagoghitcheskoe izdatielstvo Troudrezervizdat, 1956. 243 p. — A systematic account of Makarenko's ideas concerning education. (The editor points out that while objections may be taken to certain parts of the book, constructive discussion of the problems raised cannot fail to contribute to educational progress). The author analyses the concepts underlying Makarenko's system: perspective lines, the mass, personality, discipline, the school and the family, etc. (IBE)

37 C (73) LIFE AND WORKS OF EDUCATIONISTS — 371.12 (73) TRAINING OF TEACHERS (UNITED STATES)

SUHRIE, Ambrose L. *Teacher of Teachers*. Rindge, New Hampshire, Richard R. Smith, 1955. 418 p., pl. — Born in 1874 on a farm in Pennsylvania, the author started teaching at the age of seventeen, in a one-teacher rural school. At fifty he was given the task of organizing, at the New York University, the Graduate Department of Teachers-College Education for training inspectors and school administrators. In the intervening period and afterwards, his professional career was active and varied: teacher, principal, supervisor, college and university professor, school administrator, advisor as well as writer, he edited the *Teacher-Education Journal*, founded the Eastern-States Association of Professional Schools for Teachers and lectured in the United States, Canada and Latin America. During these years he visited every state and municipal teachers college (including Negro colleges and college groups) in the forty-eight states, as well as hundreds of denominational and private colleges. The memoirs of Dr. Suhrie thus provide a comprehensive history of education and teacher training during more than half a century. (IBE)

37 D (438) BIBLIOGRAPHY (POLAND)

KORNISZEWSKI, Feliks (Ed.). *Polska bibliografia pedagogiczna 1941-1951*, Tome I. Wrocław, Zakład imienia Ossolinskich, Wydawnictwo polskiej Akademii nauk, 1957. 196 p., ind. (Polish Academy of Science, Pedagogical Science Committee). — A list of works and official documents concerning general education, technical and art training, as well as physical education. (IBE)

37 P RESEARCH — 37 D BIBLIOGRAPHY

BLACKWELL, A. M. *Lists of Researches in Education and Educational Psychology*. Supplement II. London, Newnes Educational Publishing Co., 1956. 62 p., ind. (Publications of the National Foundation for Educational

Research in England and Wales, No. 9). — A list of theses on education and educational psychology, which were presented for higher degrees in the universities of the United Kingdom and the Irish Republic during 1954 and 1955, classified by subject matter according to a modification of the Dewey decimal system. (IBE)

370 THEORY OF EDUCATION — 377.21 CHARACTER EDUCATION

MASON, Charlotte M. **Home Education**. Volume I. The Education and Training of Children under Nine. Oxford, The Scrivener Press, 1955, 17th ed., 381 p., ind., questionnaire. (The "Home Education" Series). — In this first volume of a work on education the author, who suggests a method based on natural law, shows the role played by the psychology of habit and proposes to parents and teachers that they aim at allowing the child, by giving him a certain number of basic habits, to acquire early a sense of discipline, not only physical but moral and intellectual discipline. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 37 A (4972) EDUCATION IN BULGARIA

PAVLOV, Todor. **Isbrani pedagogicheski proizvedeniia**. Sofia, Izdanie na bolgarskata Akademiia na naoukitie, 1955. 319 p., app. — Collected articles and addresses in which the author, a Bulgarian philosopher and educationist, sets out and defends the views of those teachers who work for a new spirit in school education and for the revision of former methods. Several articles deal with post-war education in Bulgaria. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

PARS, Vedide Baha & others. **Egitim psikolojisi**. Istanbul, Milli Egitim Basimevi, 1953. 495 p., fig., app. — A book on child psychology and educational psychology for the use of teachers; it contains a description of some intelligence tests. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 371.30 DIDACTIC PRINCIPLES

WOODRUFF, Asahel D. **The Psychology of Teaching**. 3rd ed. New York, etc., Longmans, Green & Co., 1955. 617 p., fig., bibl., ind. — The third edition, completely revised, of an educational psychology textbook written for prospective teachers at Cornell University. Main sections: what educational psychology is; the nature of human behaviour; its development; factors that modify learning; adjustment and maladjustment; evaluation and counselling. The book is in simple language for all to understand and contains many practical examples for giving the future teacher a knowledge of psychological problems. (IBE)

371.02 EDUCATION IN THE HOME

GERSTMANN, Stanislaw. **Wplyw rodziców na zaburzenia emocjonalności uczniów**. (The influence of parents in the commencement and development of emotional disturbances among children of school age). Tórún-Lódz, Państw. Wydawn. Naukowe (1956). 178 p. p., bibl. — In this treatise the author, taking Pavlov's theory as starting point, shows the part which a too strict home education can have in the commencement and development of emotional weaknesses among school-age children. By comparing the results obtained, after the examination of schoolchildren living at home and of those brought up in a school atmosphere, it has been possible to analyse the processes producing emotional disturbances and to seek the adoption of the best educational methods for avoiding these disturbances affecting infants and children. (IBE)

371.02 EDUCATION IN THE HOME

NOERVIG, Anne Marie. **Elternsorgen — Elternfreuden. Erziehungsprobleme der Schul- und Reifejahre in Wort und Bild. Mit 29 Federzeichnungen von Arne Ungermann**. Rüschlikon-Zürich, Albert Müller Verlag, s.d., 118 p., fig. — A translation of the Danish work *Forældresorgen—Forældreglaeder*. In very simple language, with humour and somewhat brutal candour, the author, in presenting the most familiar problems of education, points out to parents the many mistakes they unwittingly make and gives them, succinctly, practical advice. (IBE)

371.13 (493) FURTHER TRAINING OF TEACHERS — 37 N (493) CONFERENCES, COURSES, ETC. (BELGIUM)

BELGIQUE. MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *La trilogie, nature, vie, école*. Semaines d'information et de perfectionnement pédagogique, organisées en 1956 aux écoles normales de l'Etat à Laeken et à Arlon à l'intention des membres du personnel de l'enseignement primaire. 113 p. — Contributions presented, in connection with the 1956 educational information week, by several Belgian school inspectors. Subject headings: nature, life, school: a necessary trilogy; observations and experiences, as the basis of thinking and speaking; the "techniques"; organization of knowledge; the forming of the conscience; conclusions. (IBE)

371.17 (73) THE TEACHER'S LIFE. MEMOIRS AND CONFESSIONS — 37 A (73) EDUCATION IN THE UNITED STATES

DUNN, Joan. *Retreat from Learning*. Why teachers can't teach — A case history. New York, David McKay Co., 1955. 244 p. — With bitter criticism of the American school system and of the educational philosophy underlying it, the author writes of four years' teaching in a large metropolitan high school. The moral, social and economic problems today facing education, together with suggestions for the reform and re-appraisal of education in the United States. (IBE)

371.19 VARIOUS CATEGORIES OF EDUCATORS — 377.1 RELIGIOUS EDUCATION

EAVEY, C. B. *How to be an Effective Sunday School Teacher*. Grand Rapids (Michigan), Zondervan Publishing House, 1955. 89 p. — Since neither a gift nor a desire for teaching is enough in itself, the Sunday-school teacher must, by effective preparation, continually strive to improve his teaching in order to convey better the gospel message. (IBE)

371.196 (73) SCHOOL PSYCHOLOGISTS (UNITED STATES)

BOWER, Eli Michael. *The School Psychologist*. Sacramento, California State Department of Education, 1955. 130 p., bibl., app. (Bulletin of the California State Department of Education. Nov. 1955). — While in 1947 only a few school districts enjoyed the services of a school psychologist, about 400 psychologists were in 1955 employed in Californian public schools. Apart from the psychological examination of backward children to determine the latter's eligibility for special classes, these specialists render great service to schools by helping: (a) pupils to find satisfactory solutions of their problems; (b) teachers to meet the needs of children having special problems; (c) parents to have sound relationships with their children; (d) the community to develop and maintain an environment conducive to healthful living. (IBE)

371.237 BACKWARD SCHOLARS — 371.92 MENTAL DEFICIENCY

HEISER, Karl F. *Our Backward Children*. New York, Norton, 1955. 240 p., fig., bibl., ind. — In view of the many problems raised by the education of backward or mentally retarded children, the author, adopting the psychologist's point of view, seeks to help parents and specialist staff to have a greater understanding of the matter and to find better solutions of the problems presented by these children: chief forms of handicap; scientific tests; how to recognise handicapped children; to whom turn for help; how to choose an institution; training and vocational selection; the confusion of emotional illness with mental deficiency; our child is one of us, etc. (IBE)

371.262 (485) EXAMINATIONS — 379.91 (485) LEGISLATION (SWEDEN)

Realexamen och studentexamen. Bestämmelser jämte kommentar. Stockholm, Kung. Skolöverstyrelsen, 1956. (Skriftserie 22). — Regulations, together with comments, governing intermediate and school leaving examinations. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

FREEMAN, Frank S. *Theory and Practice of Psychological Testing*. New York, Henry Holt & Co., 1955. 609 p., fig., ind. — This revised edition of a work first published in 1949 contains a fuller discussion of test standardisation,

particularly as regards methods of estimating their value. The treatment of projective techniques has been extended, also the discussion of tests of specific aptitudes. The author has endeavoured to incorporate the results of recent research and to emphasise both the importance of psychological analysis of functions tested and the necessity of interpreting test results in the light of the psychological principles involved, of the statistical bases in test construction and of developmental and behaviour principles. (IBE)

371.30 DIDACTIC PRINCIPLES — 372 PRIMARY EDUCATION

THOMAS, R. MURRAY. *Ways of Teaching in Elementary Schools*. New York, London, etc. Longmans, Green and Co., 1955. 558 p., fig., bibl., ind. — Refuting the idea that there is only one correct method of teaching in elementary schools, the author makes a thorough study of the different ways by which teaching can be adapted to the various types of schools, classes, pupils and even teachers. The subjects taught in the elementary school and suitable teaching methods are analysed, and illustrated by a wealth of classroom examples which will assist future teachers to bridge the gap between theory and practice. (IBE)

371.31 (73) TEACHING BY GROUPS (UNITED STATES)

SWALES, Cecile, MORRIS, Nelle & others. *Group Studies in the Elementary Grades of the Ohio State University School*. Columbus, Ohio, College of Education, The Ohio State University, 1956. 124 p., phot. — Account of the experiments in group study, which have been carried out since 1932 in the experimental school at the Ohio State University. (IBE)

371.32 LESSONS

KAZANTSEV, I. N. *Ourok v sovietskoi shkole*. 2nd ed. rev. Moskva, Gossoondarstviennoe Outchebno-pedagoghitcheskoie izdatielstvo Ministierstva prosviehtcheniia RSFSR, 1956. 351 p., bibl. — This book for teachers deals with the following matters: what is required of teaching (work which is systematic, theory and practice, collective and individual work, variety in methods, a guiding role by the teacher, coordinated action by teachers), the composition and types of lessons, the teacher's preparation, working methods, discipline, the improving of lessons, the part of principals, material conditions, organization, etc. (IBE)

371.329 (42) TEXTBOOKS — 37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

NELSON, William (Ed.) *A Fifteenth Century School Book*. From a manuscript in the British Museum (Ms. Arundel 249). Oxford, At the Clarendon Press, 1956. 106 p. — The text of a late 15th century manuscript in the British Museum, showing the notes, with their Latin translation, made for his pupils by a master at Magdalen Grammar School, Oxford, on about 400 prose passages. Here we can see the everyday language spoken at the close of the 15th century as well as the small daily incidents forming the life of a student at that period. (IBE)

371.36 (54) INTUITIVE METHODS (VISUALISATION) — 377.1 (54) RELIGIOUS EDUCATION (INDIA)

EBRIGHT, Donald F. (Ed.). *The Audio-Visual Handbook for India*. rev. ed. (Madras), The Audio-Visual Aids Committee. National Christian Council of India, 1955. 332 p., fig., pl., bibl. — By several writers, these selected articles, for educators and social workers in India, present the basic tools and techniques necessary for conveying the Christian message in church and school, village and city, hospital or welfare institution. (IBE)

371.5 DISCIPLINE

HYMES, James L., Jr. *Behavior and Misbehavior*. A teacher's guide to action. Englewood Cliffs, N.J., Prentice-Hall, 1955. 140 p. — A study of the problem of discipline (necessity of knowing the child, the question of his development, his behaviour, his needs at a certain age, guidance rather than repression, etc.). How to teach discipline to normal children (question of punishment). Discipline as an educational remedy for problem children. The author concludes that ready-made formulas do not exist. The teacher has one rule: always to seek the cause of indiscipline and try to act accordingly. (IBE)

371.6 SCHOOL BUILDINGS

HERRICH, John H.; McLEARY, Ralph D.; CLAPP, Wilfred F.; BOGNER, Walter F. **From School Program to School Plant.** New York, Henry Holt & Co., 1956. 482 p., bibl., ind. — The head of the School Plant Division of the Bureau of Educational Research at the Ohio State University, a superintendent of schools, a school administrator and an architect examine the objectives, together with problems involved, in the matter of school building. In particular they discuss: (a) the roles of the schools superintendent, of the education board and of specialists, the preliminary inquiries, the analysis of school building needs and the evaluating of existing facilities, the educational planning of building, the functioning programme; (b) the school programme as the key to school-plant design, the school site, the classroom, special classrooms, combination facilities, the designing for safety, visual and auditory comfort, the heating and ventilation, sanitary facilities, considerations of economy. (IBE)

371.73 PHYSICAL EDUCATION — 372.7 EDUCATION OF THE SENSORY AND MOTOR NERVES

ROMANS, Nancy (Ed.). **Physical Education. Infant Division.** A handbook for teachers. Wellington, New Zealand, R. E. Owen, 1955. 107 p., phot., fig., ind. — An illustrated guide as to physical education in infant classes. Together with many suggestions there are descriptions of various exercises and activities for stimulating the physical growth and development, the emotional control and the social adjustment of young children. (IBE)

371.862 CHILDREN'S BOOKS

MAKARENKO, A. S. **O dietskoi literatourie i dietskom tchienii.** Moskva, Gossoudarstviennoie izdatielstvo dietskoi literatoury Ministierstva prosviechtcheniia RSFSR, 1955. 183 p. (Children's Publishing House). — Selected articles, addresses and letters of the author, who considers that children's literature, whatever its recreational role, should above all be educational. As examples to be followed he cites Mark Twain, Jules Verne, Cooper and refers to the opposition of official Soviet education during the regime's first years, to the imitation in literature, of the Epinal manner of portrayal. (IBE)

371.862 CHILDREN'S BOOKS

KROUPSKAIA, N. K. **O dietskoi literatourie i dietskom tchienii.** Moskva, Gossoudarstviennoie izdatielstvo dietskoi literatoury Ministierstva prosviechtcheniia RSFSR, 1964. 77 p. (Children's Publishing House). — Articles and views of one of the principal education officials during the early years of the new regime. Like Makarenko she insists upon the essentially educational role of children's literature but urges increased attention to the recreational aspect. She gives English popular science publications as examples to be followed, advises moderation and care in the choice of stories and warns against tales which do not teach the way of life. (IBE)

371.862 (47) CHILDREN'S BOOKS (U.S.S.R.)

Voprosy dietskoi literatoury. Moskva, Gossoudarstviennoie izdatielstvo dietskoi literatoury Ministierstva prosviechtcheniia RSFSR, 1955. 423 p., bibl., app. (Children's Publishing House). — A collection of articles comprising literary criticism, studies on historical literature, opinions on the role of the teacher in the selection of reading matter for children and on the educational value for them of biographies. There is also a discussion of the effect given in the development of children's literature in the U.S.S.R. to the decisions of the congresses of Soviet writers. (IBE)

371.9 EDUCATION OF PARTICULAR CATEGORIES OF CHILDREN

CRUICKSHANK, William M. (Ed.) **Psychology of Exceptional Children and Youth.** Englewood Cliffs, N. J., Prentice-Hall, 1955. 594 p., phot., bibl., ind. — By several psychologists, these collected studies deal with the psychological considerations concerning the influence of physical disabilities (impaired hearing, sight and speech defects, orthopedic impairment, epilepsy, chronic disorders) upon the growth and development of children and young people. Included are

chapters on the psychology of the intellectually superior child; on the psychology of the mentally retarded child, on psychotherapy and play techniques. (IBE)

371.90 HANDICAPPED CHILDREN — 37 N CONFERENCES

FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS. *La réadaptation des enfants déficients à la vie normale*. Lausanne, F.I.A.I., s.d. 54 p., ron. — The proceedings at the 24th International Conference of the International Federation of Teachers' Associations at Istanbul in 1955, on handicapped children. From the reports of the different countries it is possible to see the progress realised in this matter since 1932 when the federation proclaimed the abnormal child's right to education corresponding to his abilities. Text of the recommendation passed at Istanbul. (IBE)

371.911 BLIND — 371.912 DEAF, AND DEAF-AND-DUMB

SKOROKHODOVA, O. I. *Kak ia vosprinimaiu i predstavliaiu okroujaouchtchy mir*. 2nd ed. Moskva, Izdatielstvo Akadiemii pedagoghicheskikh naouk RSFSR, 1956. 376 p. (Institute for the Study of Deficiency). — The author, deaf and dumb, tells how she receives impressions of her surroundings. After speaking of the illness which she contracted at the age of five and which left her handicapped she describes her olfactory, thermic, gustatory, vibratory and other sensations; what she feels and thinks during outings; her impressions of space, her emotions; her conceptions of persons, animals and things. The book includes several articles and talks by the author, as well as an account of some of her dreams and poetry. (IBE)

371.95 SPECIALLY GIFTED CHILDREN

OTTO, Henry J. (Ed.). *Curriculum Enrichment for Gifted Elementary School Children in Regular Classes*. By a University of Texas workshop group. Austin, The University of Texas, 1955. 136 p., bibl., app. — Study by a group of twenty-five teachers, of the problem presented by gifted children in elementary schools: gifted children's roles in classroom management and all-school activities; enrichment opportunities in science-social studies, through arithmetic, through physical education, through art and music activities; how the school organizes and equips itself for this curriculum enrichment. (IBE)

371.95 (73) SPECIALLY GIFTED CHILDREN — 37 P (73) RESEARCH (UNITED STATES)

PASSOW, A. Harry; GOLDBERG, Miriam; TANNENBAUM, Abraham J.; FRENCH, Will. *Planning for Talented Youth*. Considerations for public schools. (New York), Teachers College, Columbia University, 1955. 84 p., bibl. (10 p.). (Horace Mann-Lincoln Institute of school experimentation pamphlets). — The Talented Youth Project of the Horace Mann-Lincoln Institute of School Experimentation is designed to study various aspects of talent and to assess modifications which schools may make in organization and in curriculum and teaching in order to improve their educational provisions for the talented. This pamphlet, prepared by the Project staff, summarises and interprets theory and research in the matter. (IBE)

372 (44) PRIMARY EDUCATION (FRANCE) — 37 B (44) HISTORY OF EDUCATION (FRANCE)

BLANC, Marcel. *Essai sur l'enseignement primaire avant 1789*. Forcalquier (Basses-Alpes), Imprimerie Charles Testanière, 1954. 151 p., bibl. — By a study of authentic documents, found for the most part among the records of the Basses-Alpes "department", the author makes a survey of primary education from the Carolingian period until the French Revolution. As early as the 8th century the Carolingian laws were encouraging priests to teach children to read, although not until the 13th century can one see the existence of schools in the country areas. In the Basses-Alpes the need for education began to increase in the 15th century, and during the long periods of seasonal inactivity in the mountain districts there was continual extension of education among the people. Although this movement was hindered by the civil and religious wars, from the 18th century education was fortunately marked by increasing progress, with conditions be-

coming better ordered and with school teachers beginning to receive not only better training but official protection of their status. (IBE)

372.9 LANGUAGE EDUCATION — 375.12 MOTHER TONGUE

HERRICK, Virgil E. & JACOBS, Leland B. (Ed.). **Children and the Language Arts**. Englewood Cliffs, N. J. Prentice-Hall, 1955. 524 p., fig., bibl. — This work presents the viewpoint that the language arts (reading, writing, speaking, listening) function more effectively in the lives of elementary school children if their language activities have a connection with life and if they foster the use of appropriate language and social conventions. The book is in three parts: the first deals in a general way with the role of language in the elementary school; in the second are suggestions for improvement of teaching practices; in the third, is an examination of the difficult problem of organizing the teaching of the mother tongue in elementary schools. (IBE)

373 SECONDARY EDUCATION

FRANZÉN, Carl G. F. **Foundations of Secondary Education**. New York, Harper & Brothers, 1955. 492 p., bibl., ind. — On account of the profound repercussions which progress in the pure and applied sciences has had in all spheres of life, it is necessary to make the future teacher study the why of education and, in particular, of secondary education in the world today. The author, with thirty years experience in teaching and teacher training, examines the following matters: the backgrounds of secondary education in America; the secondary school of the 20th century; forces influencing the secondary school in this century; educational systems abroad; pre-secondary education; pupils who leave secondary school early; college and university; the objectives of secondary education; life adjustment and the four major objectives of secondary education: education for health, for leisure, for social living, for economic efficiency; extra-curricular activities; the secondary school teacher and guidance; teacher training. (IBE)

373 (81) SECONDARY EDUCATION — 37 N (81) CONFERENCES (BRAZIL)

ABREU, Jayme. **A educação secundária no Brasil**. Rio de Janeiro, Instituto nacional de estudos pedagógicos, 1955. 156 p., stat. (Publicação No. 9 de CILEME). — A study which was presented by the author at the Inter-American Seminar for Secondary Education (Santiago, Chile, January, 1955) and which deals with the main characteristics of secondary education in Brazil. In addition there is a very detailed report on the organization and results of the seminar. (IBE)

373 (914) SECONDARY EDUCATION — 37 N (914) CONFERENCES (PHILIPPINES)

ISIDRO, Antonio and DRUMMOND, Harold D. **Proceedings of the Workshop on Improving the Secondary School Curriculum**. (Manila), University of the Philippines, 1955. 263 p. — Account of the workshop sponsored by the College of Education of the University of the Philippines, the Bureau of Public Schools, the Bureau of Private Schools and the Division of Manila City Schools, a workshop held from 15th April to 6th May, 1955, on improving the secondary school curriculum. The book contains the addresses which were presented, the reports of the working groups, the programme, and a list of the participants. (IBE)

373.12 (42) SECONDARY MODERN EDUCATION (UNITED KINGDOM)

DEMPSTER, J. J. B. **Purpose in the Modern School**. London, Methuen, 1956. 119 p., bibl., ind. — A discussion of the essential aims of the "modern" school and of its specific problems; historical background; place of the child in education; children in modern schools; educational value of practical work; some thoughts on the curriculum; vocational bias; special courses; examinations; the secondary technical school; the modern school in public esteem. (IBE)

374 (83) ADULT EDUCATION (CHILE)

UNIVERSIDAD DE CHILE. **Función y alcance de las escuelas de temporada**. 20 años de labor de las escuelas de temporada de la Universidad de Chile. Santiago de Chile, Ediciones de la Universidad, 1954. 136 p., bibl. — A collection of five studies on the task, in connection with university extension and people's

culture, which was performed at the University of Chile by organizing short courses in the capital or in the provinces. (IBE)

375.05 GENERAL QUESTIONS CONCERNING THE CURRICULUM — 373.2
PROBLEM OF GENERAL CULTURE

MELBY, Ernest O. *The Education of Free Men*. Pittsburgh, University of Pittsburgh Press, 1956. 75 p., (Horace Mann Lecture, 1955). — Discussion of the need to adapt education to the atomic age, without neglecting the importance of human and spiritual values. (IBE)

375.1 LANGUAGES

DIESNITSKAIA, A. V. and SIERIEBRIENNIKOV, B. A. (Ed.). *Voprosy metodiki sravnitel'no-istoricheskovo izucheniia indoevropeiskikh iazykov*. Moskva, Izdatel'stvo Akademiï nauk RSFSR, 1956. 323 p., app., bibl., ind. (Language Institute). — Theoretical review of recent discussions concerning the method of comparative history, together with an account of the methods of comparative analysis in connection with the phonetics, semantics, morphological structures and etymological investigations of the Indo-European languages. (IBE)

375.101 SPEECH — 371.913 SPEECH DEFECTS

BLACK, John W. & MOORE, Wilburg E. *Speech*. Code, meaning and communication. New York, London, etc., McGraw-Hill Book Co., 1955. 430 p., fig., bibl., ind., app. — This treatise on the physiological and psychological bases of speech deals with the tradition of rhetoric and with the investigations of speech science, anthropology, social psychology, and semantics: mechanisms of speech; the sound, acoustics and vocabulary of speech; organization and motivation of speech; style; gestures and bearing; interpretation speech; interpretation reading; public address, group discussion; microphone speech. Appended are four speeches for study and some intelligibility tests. (IBE)

375.13 MODERN LANGUAGES

TSETLINE, V. S. and CHELIAPINA, L. S. (Ed.). *Prepodavanie inostrannykh iazykov v sriednei chkolie*. Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1955. 192 p. (Teaching Methods Institute, Pedagogical Studies). — Description of what, in the writers' views, are the most suitable methods for the study of a foreign language in secondary schools. Grammatical analysis, the choice of vocabulary, analysis of style, reading of selected matter and free reading at home are essential elements which, by the "receptive", prepare for the "reproduced" language. Many examples are given by way of illustration. (IBE)

375.16 ETYMOLOGY

OUSPENSKY, L. *Slovo o slovakh*. Leningrad, Gossoudarstvennoe izdatel'stvo dietskoi literatoury Ministierstva prosviechtcheniia RSFSR, 1956. 310 p. (Schools' Library). — Articles on the study of linguistics by school children. Examples of recreational semantics, comparative morphology, orthographic and orthoepic peculiarities, etymological rarities, etc. (IBE)

375.3 MATHEMATICS — 375.91 HANDICRAFTS

BELGIQUE. DIRECTION GÉNÉRALE DE L'ENSEIGNEMENT MOYEN. *Les modèles dans l'enseignement mathématique*. Bruxelles, Ministère de l'Instruction publique, s.d. 115 p., fig. (Documentation, Cahier No. 5). — Presentation of some mathematical models shown at a teaching aids exhibition during the 3rd Congress of the Belgian Society of Mathematics Teachers, a congress which was organized at Berchem in 1952 to discuss "the concrete and intuitive sources of mathematics". Included in the book are articles illustrating certain aspects of the exhibition and of the Berchem congress. (IBE)

375.40 SOCIAL STUDIES

ELLSWORTH, Ruth and SAND, Ole (Ed.). *Improving the Social Studies Curriculum*. Twenty-sixth Yearbook. Washington, D. C., National Council

for the Social Studies, A Department of the National Education Association, 1955. 286 p., bibl. — The editors of this yearbook of the National Council for the Social Studies show the forces in the national life which support or restrain curriculum improvement; analyse recent curriculum developments; enunciate the importance of teaching current issues in schools; set forth assumptions basic to social studies curriculum improvement; describe the means by which individual teachers and groups of children are working together on curriculum tasks; discuss the programmes in individual schools as well as the efforts of a school system and a state in improving the social studies curriculum; describe how study councils and the National Council for the Social Studies can coordinate their efforts; analyse the tasks to be done and the processes used. (IBE)

375.42 HISTORY TEACHING — 37 G YEARBOOKS

INTERNATIONALES JAHRBUCH FUER GESCHICHTSUNTERRICHT. Band V. Herausgegeben von der Arbeitsgemeinschaft Deutscher Lehrerverbände. Braunschweig, Albert Limbach Verlag, 1956. 336 p. — Fifth volume of the international yearbook of history teaching, a publication of the Arbeitsgemeinschaft of the teachers associations in Germany, a body which continues in this way its efforts for collaboration and for the spreading of ideas in the matter of history teaching. The volume contains: various articles indicating how certain historical events and subjects should be presented; critical discussions of German and Italian textbooks for schools; recommendations of the meeting of historians held in 1956 (Germany-Austria), 1955 (Germany-America) and 1954 (Germany-India); reports of the meetings which took place in 1956 (Germany-Great Britain, Italy-Germany, Germany-Austria, Germany-Yugoslavia, Germany-Netherlands, France-West and East East Germany, Germany-Indonesia) as well as of the international discussion days, for problems of contemporary history, which were devoted to the question of the second world war in the teaching of history; correspondence. (IBE)

375.42 HISTORY TEACHING

WEYMAR, Ernst. Die neuere Geschichte in den Schulbüchern europäischer Länder. Vom Ende des Mittelalters bis zum Vorabend der Französischen Revolution. Braunschweig, Albert Limbach Verlag, 1956. 110 p., bibl., app. (Schriftenreihe des Internationalen Schulbuchinstituts, 1. Band). — Survey, based on selected textbooks, of history teaching in the upper classes of schools in several European countries (Belgium, Denmark, France, German Federal Republic, Great Britain, Ireland, Italy, Netherlands, Norway, Sweden), comprising, in particular, a comparative study of the way in which is treated the period dating from the end of the Middle-Ages up to the eve of the French Revolution; bibliography of textbooks. (IBE)

375.42 (73) HISTORY — 371.38 (73) ACTIVITY METHODS (UNITED STATES)

BUREAU OF SECONDARY CURRICULUM DEVELOPMENT. Teaching American History. Albany, New York State Education Department, s.d. 392 p., fig. — A handbook for history teachers, describing more than 850 learning activities which are drawn from the experience of outstanding teachers in New York State and arranged in accordance with the framework of the American history syllabus. Of the activities suggested, some may be completed in a few minutes, while certain study projects require several days to execute. Many of the procedures call for the best efforts of average and above-average pupils; others suit the interests and abilities of slow learners. (IBE)

377.255 SEX EDUCATION

Handledning i sexualundervisning. (Stockholm), Kungl. Skolöverstyrelsen 1956. 87 p., 4 pl. — Guide to sex education, with examples of lessons for children of various age groups. (IBE)

377.31 INTER-GROUP EDUCATION — 370.47 SOCIOLOGY AND EDUCATION

TABA, Hilda. With Perspective on Human Relations. A study of peer group dynamics in an eighth grade. Washington, American Council on Education,

1955. 155 p., app., tabl., ind. — The fruits of an experiment carried out in 8th grade in order to explore techniques and materials necessary for establishing democratic human relations. The purposes of the programme were : (1) to extend social sensitivity by use of fiction dealing with human problems but illustrating values, behaviours and solutions which differ from the current experience of the group; (2) to teach children to handle feelings as facts, as realities to be taken into account in explaining and controlling human conduct; (3) to explore the current inter-personal relations of the pupils with a view to training in the principles and practices of democratic living. (IBE)

377.911 PROBLEM CHILDREN — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

MERIAN, Doris. *Über freches Verhalten im Kindesalter*. Bern/Stuttgart, Hans Huber, 1956. 90 p., bibl. — Insolence is not a trait of character or merely a display of disobedience, but an attitude towards others which is transitory and connected with an emotional state of alarm. The manifestation of such a state nearly always results from parents' mistakes, often unconscious, in the education of their children, or generally speaking, from faulty educational conditions. Fear is caused, as well as an increased aggressiveness corresponding to a consciousness of disturbance, insecurity and isolation. This is the conclusion reached by the author after a study carried out by means of an investigation among 52 pupils of Zurich, accused by their teachers of being insolent. (IBE)

377.911 PROBLEM CHILDREN

SZYMAŃSKA, Zofia. *Czy dzieci są nerwowe*. Warszawa, Państwowy zakład wydawnictw lekarskich, 1954. 101 p., fig. (Advice for Mothers). — Discussion on those manifestations in the behaviour of children, which are generally described as nervous : timidity, irritability, diffidence, sensitiveness, etc. For the author, the explanation lies in faulty upbringing or in some physical weakness. (IBE)

377.92 CORRECTIVE EDUCATION

BRUECKNER, Leo J. and BOND, Guy L. *The Diagnosis and Treatment of Learning Difficulties*. New York, Appleton-Century-Crofts, 1955. 424 p., bibl., fig., ind. — Procedures for appraising the results of an educational programme; techniques which teachers can use to diagnose the nature and causes of learning difficulties; methods by which various corrective measures can be adjusted to meet the needs of the individual learner, emphasis being placed on the techniques of diagnosis and treatment which can be applied by the average classroom teacher. A description of several case studies illustrates this treatise and at the end of each chapter is a list of suggested activities and a selected bibliography. (IBE)

377.922 EDUCATIONAL GUIDANCE — 375.0 GENERAL QUESTIONS RELATIVE TO THE CURRICULUM

KELLEY, Janet A. *Guidance and Curriculum*. Englewood Cliffs, N. J., Prentice-Hall, 1955. 532 p., bibl. (15 p.), app. — After dealing with the general aims of education, the present trends concerning the curriculum and guidance, the nature of the learning process and with the characteristics of the adolescent, the author urges a guidance-based curriculum and studies the integration of their fields by guidance and curriculum personnel. She also discusses the roles, in this connection, of parents, community-school groups and agencies. In the final section, attention is given to research, evaluation of results, records, tests, etc. (IBE)

378 (438) HIGHER EDUCATION (POLAND)

Dziesięciolecie politechniki warszawskiej w Polsce ludowej 1945-1955. Warszawa, Państwowe wydawnictwo naukowe, 1956. 383 p., fig. — A publication dealing with the tenth anniversary, since the new regime's instauration in Poland in 1945, of the Warsaw Polytechnical School. The activities of the school are reviewed and there is detailed information about the various faculties and sections and about the chairs shared by more than one faculty. (IBE)

378.4 (73) UNIVERSITY COLLEGES — 376.1 (73) EDUCATION OF GIRLS (UNITED STATES)

MEIGS, Cornelia. **What Makes a College?** A history of Bryn Mawr. New York, The Macmillan Company, 1956. 277 p., phot. — A former pupil of Bryn Mawr women's university college, who is now professor emeritus there, as well as being a historian and novelist, traces the history of the college since its foundation by Joseph Wright Taylor in 1885, giving the special character and atmosphere of each administration and showing the contribution made by each of the four presidents: James E. Rhoads, Martha Carey Thomas, Marion Edwards Park and Katharine Elizabeth McBride. (IBE)

379 SCHOOL ADMINISTRATION

HAGMAN, Harlan L. **Administration of Elementary Schools.** New York, London, etc., McGraw-Hill Co., 1956. 356 p., bibl., app., ind. — Inquiry into the present basic principles of administrative actions. In the author's view, the administration of schools, in particular of elementary schools, should satisfy three important requirements: (a) conform to a democratic ideal, the role of the school principal changing from that of manager to that of leader-coordinator; (b) aim at providing each child with the best possible opportunities for growth and development; (c) be founded on the same principles as those at the basis of all other administrations. (IBE)

379 (73) SCHOOL ADMINISTRATION — 37 A (73) EDUCATION IN THE UNITED STATES

MELBY, Ernest O. **Administering Community Education.** Englewood Cliffs, N. J., Prentice-Hall, 1955. 325 p., bibl., ind. — This work is not in the true sense a treatise on school administration, but a call for a new structure in it, a new philosophy in education and a new administrative process. The author urges a new dynamic concept of administration, resting on faith in men and in freedom. The essential role of the administrator consists in knowing how to release the creative capacities of individuals and mobilise the educational resources of communities. (IBE)

379 SCHOOL ADMINISTRATION

SARGENT, Cyril G. and BELISLE, Eugene L. **Educational Administration: Cases and Concepts.** Boston, etc., Houghton Mifflin Co., 1955. 474 p., bibl., fig. — This textbook on school administration had its origin in a programme begun in 1952 at the Graduate School of Education at Harvard University and consisted of gathering factual material concerning school management and of working out effective ways of using this material and integrating it in a theory of education. The two authors took an active part in the project and were responsible for the "Cases and Concepts" courses. The book has five sections: I. Some aspects of administrative situations and cases; II. The relationship of knowledge, experience and training in administration; III. Thirty-five cases; IV. Educational administration from a comparative point of view; V. Study of concepts — A report of experience. (IBE)

379.31 (728.3) INSPECTION (HONDURAS)

HONDURAS. MINISTERIO DE EDUCACIÓN PÚBLICA. **Trabajos del seminario nacional de supervisión de la educación media.** Tegucigalpa, Talleres tipo-litográficos "Ariston", (1954). 192 p., fig., phot. — The work of a seminar organized by the Secondary Education Department of the Honduran Ministry of Education, for the study of secondary education supervision. Text of the recommendations passed, together with individual articles on the organization, aims and plans of secondary school inspection, on visits by inspectors, on contacts with masters, model lessons, inspection forms, etc. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

BALDWIN, Alfred L. **Behavior and Development in Childhood.** New York, The Dryden Press, 1955. 619 p., bibl. (14), fig. — This work on child psychology establishes a basic distinction between child behaviour and child development. In the first part of the book the author deals with how the child will behave in a

specific situation; in the second part, he predicts how the child's personality will change and identifies the factors which determine the change. Finally the author examines two theories regarding the development of the personality: the psycho-analytical theory and the general behaviour theory. (IBE)

136.7 CHILD PSYCHOLOGY — 376.6 CHILDHOOD — PRE-ADOLESCENCE

Child Growth and Guidance. Book II. Age 7,8. Published for the Board of Education, Toronto. Toronto, W. J. Gage & Co., s.d. 88 p., fig., bibl. — Results of study and research, by a group of Toronto teachers and educators, concerning the growth and guidance of children aged seven and eight: physical, social and emotional characteristics of maturity; behaviour and motivation (developing desirable habits and traits, methods of motivating behaviour, behaviour problems, problems of great concern to children); the role of work; arousing the child's interest in learning. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ENGLISH, O. Spurgeon & FINCH, Stuart M. *Çocuk ve gençte duygusal problemler.* Istanbul, Maarif Basimevi, 1954. 52 p., fig. — Turkish translation, by Zeynep Tanaydi, of the book entitled Emotional Problems of Growing Up, first published in 1951 in Chicago by Science Research Associates. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 376.7 ADOLESCENCE

GESELL, Arnold; ILG, Frances L. & AMES, Louise Bates. *Youth.* The years from ten to sixteen. London, Hamish Hamilton, 1956. 542 p., app., bibl., fig., ind. — Treatise on the adolescent's development and behaviour in the setting of home, school and community. Adolescence and the years just preceding are here revealed not as a unique time of stress and strife, but as a segment of the total cycle of development. The book gives a detailed and living picture of the changes which normally take place during this development and is based on long-range systematic studies, with parents' cooperation, of a number of normal youths, many of whom were observed from their early childhood. (IBE)

136.7 CHILD PSYCHOLOGY

NAVARRA, John Gabriel. *The Development of Scientific Concepts in a Young Child.* A case study. New York, Teachers College, Columbia University, 1955. 147 p., bibl. (Studies in Education). — This study on concept formation is the result of direct and systematic observation of a young child and is based partly on information obtained by an analysis of previous studies (Piaget, Hazlitt, Dennis, Huang, etc.). This analysis shows the importance of play activities and the positive or negative role of parents in the forming of the first scientific concepts by the child of pre-school age. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 612.821 EXPERIMENTAL PSYCHOLOGY

NEUHAUS, Wilhelm. *Der Aufbau der geistigen Welt des Kindes.* Basel/München, Ernst Reinhardt Verlag, 1955. 124 p., fig., pl., bibl. (Erziehung und Psychologie, Heft 1). — Study on the structure of the child intellect and of its progressive differentiation, together with, by way of illustration, the results of much research: theory regarding language, followed by a description of the latter's development in the child; relation between language defects and intelligence; the genesis of number and the first arithmetical operations; perception and reproduction of forms by normal children and by the mentally deficient; the different stages of a child's drawing development, its possibilities and their limits in the measuring of intelligence. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

New Member of the International Bureau of Education. — At its meeting on 13th July, 1957, the Council of the International Bureau of Education recognised the government of Lebanon as a member of the Bureau, in accordance with article 4 of the Statutes.

RESEARCH DIVISION

Inquiry on Facilities for Education in Rural Zones. — The questionnaire of this inquiry has been sent to the Ministries of Education of the various countries. It contains twelve questions divided into six chapters : (1) school administration; (2) school organization; (3) curricula, syllabuses, methods; (4) teaching staff; (5) action aimed at providing equal educational facilities; (6) miscellaneous.

Inquiry on Primary School Syllabuses. — The questionnaire of this inquiry has been sent to the Ministries of Education of the various countries. It contains seventeen questions divided into five chapters : general characteristics of curricula for primary schools; (2) place given to the different subjects in curricula for primary schools; (3) authorities responsible for the drawing up and issuing of curricula and syllabuses; (4) procedure and system adopted in the drawing up of syllabuses; (5) miscellaneous.

INFORMATION DIVISION

Permanent Exhibition of Public Education. — The new sections of Bulgaria, Czechoslovakia, Egypt, Japan, Morocco, Rumania and Tunisia, inaugurated during the XXth International Conference on Public Education, endeavour to give an idea of the principal aspects of education and school activities, and to illustrate the content and the nature of the education given in these seven countries.

International Education Library. — Volumes received during the second quarter of 1957 : books on psychology, education, school legislation and organization, 666; school textbooks, 702; children's books, 346; total, 1714.

Publications of the International Bureau of Education

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| <p>1. Guide du Voyageur s'intéressant aux écoles . . . Out of print</p> <p>2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Out of print</p> <p>3. Education, Travail et Paix. Albert Thomas . . . Out of print
L'Education et la Paix. Bibliographie . . . Out of print</p> <p>4. Le Bilinguisme et l'Education. Work of the International Conference at Luxembourg . . . Out of print</p> <p>5. Correspondances interscolaires. P. Bovet . . . Out of print</p> <p>6. The Co-operation of School and Home. In French and German . . . Out of print
In English and Spanish. Fr. 0.60</p> <p>7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours . . . Out of print</p> <p>8. Troisième cours . . . Out of print</p> <p>9. Quatrième cours . . . Out of print</p> <p>10. Cinquième cours . . . Out of print</p> <p>11. Children's Books and International Goodwill. 2nd Ed. In French and English . . . Fr. 5.50</p> <p>12. L'enseignement de l'Histoire du Travail. Fernand Maurette . . . Out of print</p> <p>13. L'Education en Pologne . . . Out of print</p> <p>14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires . . . Out of print</p> <p>15. Some Methods employed in the Choice of Books for School Libraries . . . Out of print</p> <p>16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print</p> <p>17. Le Bureau international d'Education (Illustrated) Out of print</p> <p>18. Plan de classification de la documentation pédagogique pour l'usage courant . . . Fr. 1.50</p> <p>18a. Plan for the Classification of Educational Documents Fr. 1.50</p> <p>19. La Préparation à l'Education familiale . . . Fr. 3.50</p> <p>20. Le Bureau international d'Education en 1930-1931 Fr. 2.50</p> <p>21. Le Bureau international d'Education en 1931-1932 Fr. 2.50</p> <p>22. La Paix et l'Education. Dr. Maria Montessori . . Fr. 1.50</p> <p>23. Peace and Education. Dr. Maria Montessori . . Fr. 1.50</p> <p>24. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) . . . Fr. 11.—</p> <p>25. L'Instruction publique en Egypte . . . Fr. 1.50</p> <p>26. L'Instruction publique en Estonie . . . Fr. 1.50</p> <p>27. Annuaire international de l'Education et de l'Enseignement 1933 . . . Out of print</p> <p>28. La coordination dans le domaine de la littérature enfantine . . . Fr. 1.50</p> <p>29. La situation de la femme mariée dans l'enseignement . . . Out of print</p> <p>30. Travail et congés scolaires . . . Fr. 3.50</p> <p>31. Le Bureau international d'Education en 1932-1933 Fr. 2.50</p> <p>32. Les économies dans le domaine de l'Instruction publique . . . Fr. 3.50</p> | <p>33. La scolarité obligatoire et sa prolongation . . . Out of p</p> <p>34. L'admission aux écoles secondaires . . . Out of p</p> <p>35. Annuaire international de l'Education et de l'Enseignement 1934 . . . Fr. 1</p> <p>36. La réforme scolaire polonaise . . . Out of p</p> <p>36 bis. Le Bureau international d'Education en 1933-1934 . . . Fr.</p> <p>37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of p</p> <p>38. Le self-government à l'école . . . Fr.</p> <p>39. Le travail par équipes à l'école . . . Out of p</p> <p>40. La formation professionnelle du personnel enseignant secondaire . . . Out of p</p> <p>41. Les Conseils de l'Instruction publique . . . Fr.</p> <p>42. La formation professionnelle du personnel enseignant primaire . . . Out of p</p> <p>43. Annuaire international de l'Education et de l'Enseignement 1935 . . . Out of p</p> <p>44. Le Bureau international d'Education en 1934-1935 Fr.</p> <p>45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.</p> <p>46. Les périodiques pour la jeunesse . . . Out of p</p> <p>47. La législation régissant les constructions scolaires Out of p</p> <p>48. L'organisation de l'enseignement rural . . . Out of p</p> <p>49. L'organisation de l'enseignement spécial . . . Fr.</p> <p>50. Annuaire international de l'Education et de l'Enseignement 1936 . . . Out of p</p> <p>51. Le Bureau international d'Education en 1935-1936 Fr. 1</p> <p>52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr.</p> <p>53. L'enseignement de la psychologie dans la préparation des maîtres . . . Out of p</p> <p>54. L'enseignement des langues vivantes . . . Out of p</p> <p>55. L'inspection de l'enseignement . . . Out of p</p> <p>56. Annuaire international de l'Education et de l'Enseignement 1937 . . . Out of p</p> <p>57. Le Bureau international d'Education en 1936-1937 Fr. 1</p> <p>58. VI^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of p</p> <p>59. Elaboration, utilisation et choix des manuels scolaires . . . Out of p</p> <p>60. L'enseignement des langues anciennes . . . Fr. 1</p> <p>61. La rétribution du personnel enseignant primaire Fr. 1</p> <p>62. Annuaire international de l'Education et de l'Enseignement 1938 . . . Out of p</p> <p>63. Le Bureau international d'Education en 1937-1938 Fr. 1</p> <p>64. VII^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr. 1</p> <p>65. Annuaire international de l'Education et de l'Enseignement 1939 . . . Out of p</p> |
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Publications of the International Bureau of Education (cont.)

La rétribution de personnel enseignant secondaire	Fr. 9.—	100. Xth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
«L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
L'organisation de l'éducation préscolaire	Fr. 7.—	*102. L'enseignement de l'écriture	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	*103. The Teaching of Handwriting	Fr. 5.—
VIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*104. Les psychologues scolaires	Fr. 5.—
«Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*105. School Psychologists	Fr. 5.—
L'organisation des bibliothèques scolaires	Fr. 7.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
«L'éducation physique dans l'enseignement primaire	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*109. International Yearbook of Education 1948 . .	Fr. 15.—
The International Bureau of Education in 1940-1941	Out of print	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*111. Introduction to Natural Science in Primary Schools	Fr. 6.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*112. L'enseignement de la lecture	Fr. 6.—
The International Bureau of Education in 1941-1942	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rossello	Fr. 8.—	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*115. XIIIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 3.—
The International Bureau of Education in 1942-1943	Fr. 2.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*117. Primary Teacher Training	Fr. 8.—
The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*119. International Yearbook of Education 1949 . . .	Fr. 10.—
Recommendations of the International Conferences on Public Education	Fr. 3.—	*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—
L'Instruction publique en Hongrie. J. Somogyi . .	Fr. 5.—	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
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The International Bureau of Education in 1943-1944	Fr. 2.—	*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—
L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—
L'égalité d'accès à l'enseignement du second degré	Fr. 5.—	*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . .	Out of print	*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—
Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12—)	Fr. 10.—	*128. Cantines et vestiaires scolaires	Fr. 3.—
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BULLETIN

OF THE
INTERNATIONAL
BUREAU
OF EDUCATION



UT PER JUVENES
ASCENDAT MUNDUS

INQUIRY ON FACILITIES FOR EDUCATION IN RURAL ZONES ¹

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. *School Administration*

1. Is there any special administrative body responsible for organizing education in rural zones (for example: department or section within a higher administrative organ, rural school inspectorate, etc.)? If so, kindly state its principal characteristics.
2. Kindly indicate the criteria that may be used to demarcate the zones where provisions governing education of the rural type are applied and urban areas, and, if possible, the percentage of the population in rural zones in relation to the population of the whole country.

II. *School Organization*

3. What are the differences, if any, between schools in urban areas and schools (or certain of them) in rural areas, as regards:
 - (a) the aims assigned to education by legal enactments;
 - (b) the number of years of compulsory schooling and the ages at which such compulsory schooling begins and ends;
 - (c) the annual number of class hours;
 - (d) the number of class hours per day;
 - (e) the percentage of enrolments, for each of the school years, in relation to the child population of the same age;
 - (f) the number of pupils per teacher?
4. Kindly indicate if, *within the compulsory education system*, your country has any post-primary continuation or further education courses, secondary education establishments, vocational or agricultural schools, etc., intended specially for pupils leaving the primary schools in rural areas.

III. *Curricula, Syllabuses, Methods*

5. (a) What are the differences, if any, between the curricula of rural schools and those of urban schools with regard to the number and nomenclature of the subjects taught?
- (b) Is the number of hours allotted to each subject the same in country as in town schools? If not, what are the differences?
- (c) Are the various items figuring in the syllabus of each subject the same in town and country? If not, kindly indicate clearly the differences.
- (d) Are the suggestions or directions concerning methods to be employed in rural schools, particularly with regard to adaptation to environment, the same as those prescribed for urban schools? If not, kindly indicate clearly the differences.

¹ This inquiry concerns school establishments in rural zones insofar as they differ from those in urban areas and come within the compulsory education system.

- (e) If there are special textbooks for rural schools, kindly indicate what are the subjects concerned and state briefly in what way the textbooks are different.

IV. *Teaching Staff*

6. Are there any differences between conditions for teachers in urban areas and those in rural areas, in particular with regard to:
- (a) the nature of the establishments in which they are trained (e.g. special rural teacher training schools or colleges, or the same training schools or colleges for all teacher trainees);
 - (b) the length of studies in these teacher training establishments;
 - (c) the possibilities for further professional training;
 - (d) the number of previous years of study and the diplomas or certificates required for admission to the teacher training schools or other establishments providing a professional training;
 - (e) the appointment procedure for teachers in urban and rural areas (qualifications required, etc.);
 - (f) the salaries offered and the special allowances in cash and in kind;
 - (g) the possibility for a rural teacher to be transferred to a town, and vice versa?

V. *Action aimed at providing equal Educational Facilities*

7. If conditions differ from those in urban areas, kindly describe the social assistance (school meals, clothing services, allowances, etc.) which is provided for children in rural areas.
8. Kindly indicate whether, and in what proportion, the system of "one teacher schools" or the system of schools with a limited number of teachers under which all the children of a small school are nevertheless enabled to complete the full curriculum of the compulsory education period, is in operation in rural areas.
9. Kindly indicate whether there is a tendency to concentrate pupils from several rural districts in school centres ("central schools", for example), thus allowing, among other advantages, each class to have its own teacher. If this is the case, kindly indicate whether the system of boarding schools or of the daily transport of pupils is preferred.
10. Kindly indicate whether use is made of school broadcasting or teaching by correspondence, in order to provide education for children in isolated areas. Kindly describe the main characteristics of these activities.

VI. *Miscellaneous*

11. Kindly add any supplementary information that you may deem useful.
12. If possible, kindly add to your reply:
- (a) the curricula and syllabuses of rural primary schools in cases where these differ from those in urban schools;
 - (b) a selection of the studies and statistics published in your country on the problem of rural education in general and on questions concerning differences of physical and mental development, attitudes, etc., between children in rural areas and children of other regions;
 - (c) any other documents of particular interest in connection with this question.
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I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ALBANIA

New University During the next five-year plan, a new university is to be opened which will comprise all the existing faculties, with the exception of agriculture. Other faculties will also be established. IBE - 378 (4965)

ARGENTINA

Educational Science A new five-year course of study in educational science has been organized at the University of Buenos-Aires. Students may prepare for the doctor's or bachelor's degree in educational science or for the ordinary diploma or certificate in the same subject. IBE - 124 (82)

AUSTRALIA

Education Week Inter-denominational services, school dramatic performances, physical education displays, school bands' festivals, displays in shop windows, school safety championships, exhibitions of school art, the showing of films on education, etc., were all part of the New South Wales Education Week held during the summer and opened by the Minister of Education. IBE - 37 N (94)

Old School as Museum An old "beehive" type school, built by pioneers at Pallamall, in the north of New South Wales, is being re-erected in the grounds of the Armidale Teachers' College as an educational museum. The contents will include old-time school furniture, textbooks, copy books 80 to 100 years old, educational charts, and sets of dumbbells used in exercises. IBE - 37 L (94)

Vacation Swimming Schools To reduce the number of children unable to swim, vacation swimming schools are to be held by the Director of Physical Education all over the state of New South Wales during the summer holidays in January. Non-swimmers over 8 or 9 years old will receive, at a small participation charge, a lesson of one hour a day for 10 days by qualified instructors. IBE - 371.732 (94)

Increased Enrolments at Universities During 1956 enrolments at Australian Universities increased by 11.8%, bringing the total enrolments to 34,406 against 30,792 in 1955. The full-time and part-time university staff employed at the various universities rose by 8% to 6,916. Of the 2,433 new enrolments at the University of Sydney, 823 were women. IBE - 378 - 379.96 (94)

Committee on Australian Universities The Commonwealth government has appointed a committee to inquire into the future of Australian universities. The committee has been asked to indicate ways in which the uni-

versities might be organized so as to ensure that their long-term pattern of development is in the best interests of the nation, and in particular to inquire into such matters as the role of the university in the Australian community; technological education at the university level; and the financial needs of universities and appropriate means of providing for these needs. IBE - 378 (94)

Public Opinion The University of Sydney has received a grant of **Regarding Universities** 12,000 dollars from the Carnegie Corporation of New York for the purpose of conducting an inquiry into the relationship between the university and the community. It is proposed that the findings will be published in a book to be called "The University in the Australian Community". The study, to be conducted by the Department of Education at the University, will be based largely upon answers to a questionnaire forwarded to 10,000 people on Australian electoral rolls. It is hoped that the study will be completed by the end of 1958. IBE - 379.5 - 378 (94)

New Engineering School Plans are nearing completion for the new Engineering School at the University of Melbourne. Three 5-storey buildings are to be erected containing laboratories, lecture theatres, drawing offices, staff offices, research room and library. Space will be provided for laboratory investigation on models of dams, harbours and rivers and for the testing of pumps, turbines, current meters and similar apparatus. A vibration-free basement with an invariable temperature is to be constructed to hold equipment used in teaching mapping from air surveys. The roof of the main building is to be used for teaching field astronomy and plans also provide for an observatory containing instruments for precise observation of stellar activities. IBE - 378.61 (94)

Youth Organizations The state parliament of Victoria has authorised the **Assistance Committee** establishment of a Youth Organizations Assistance Committee, the purpose of which will be to assist in the promotion of youth organizations and to coordinate the activities of organizations engaged in activities for the welfare of youth. The Committee will also be empowered to recommend grants. An initial £20,000 has been placed at the disposal of the committee. IBE - 371.037 - 362.7 (94)

AUSTRIA

Young People's Village On the banks of the Wörthersee the Carinthian authorities have built a "young people's village" comprising, in addition to other buildings, a youth hostel. This village will be used for the training of physical education and sports leaders and will be useful for the out-of-school activities of young people. Special stress will be laid on civic education and on education for international understanding. IBE - 371.037 (436)

BELGIUM

Schools in 1850 A veritable cadastral survey of the school population will be **and in 1956** completed in 1958 with the collaboration of the National Institute of Statistics. The only comparative figures at present available are those concerning the years 1850 and 1956. In 1850, the total school population was estimated at 568,000 pupils; in 1956 it was 1,640,000. Though, during this lapse of time, primary enrolments rose from 494,907 to 935,399, there were even much larger increases in the other sectors. In nursery school or kindergarten education, the total figure rose from about 35,000 to approximately 344,000, in teacher training from 4,000 to 20,000, in public secondary education from 6,000

to 71,000, in technical education from 34,000 to 250,000 and, in the universities, from 1,808 to 19,262. The proportion of the school population to the general population was nearly 13% in 1850 and 18.5% in 1955. IBE - 379.96 (493)

Teacher Training Reform Teacher training studies for nursery or kindergarten, primary and secondary schools have been reorganized to take effect as from the re-opening of schools in September 1957. Primary teacher training studies have been based on the classic or modern humanities. On leaving the normal school, a teacher (male or female) will be awarded a teacher's diploma and a certificate, which can be endorsed, covering all the humanities. The syllabuses will be the same as those of the three years of the upper secondary school stage and will be spread out over the four teacher training years. Professional training will be carried out during the last two years. The reform of secondary teacher training will deal principally with the division of the present scientific section into a mathematics-physics-commerce section and a natural science-geography section, and with the modern language section. In each section the number of class hours will be considerably decreased (34 hours), to give more time for personal study. IBE - 371.42 - 371.121 (493)

Maximum School Absences Pupils enrolled as regular pupils for a course who are absent for forty-two or more days will not be allowed to sit for the examinations organized at the school at the end of the school year. IBE - 379.63 (493)

CAMBODIA

New Teacher Training School A new teacher training school, for seventy young men and seventy girls, with a curriculum which takes into account the needs of rural areas, was opened in September 1957. Studies will cover four years (instead of five according to the system in force up to the present). The teacher training school of the traditional type will be reserved in future for prospective secondary school teachers. IBE - 371.121 (596)

CANADA

New National Award in Education In honour of the late Dr. J. G. Althouse, Chief Director of Education for Ontario, the Canadian Education Association has established a national award in education, to be made annually for distinguished leadership in the field of school administration. Two awards have already been announced. IBE - 37 N - 379 (71)

New Graduate Degree in Education The University of British Columbia is to offer a new degree, to be called the Master of Education degree, distinct from the Master of Arts degree in Education. It is designed chiefly for administrators, inspectors and others who wish to have a wider view of the total education programme. Candidates will be required to take a three-unit graduate course in each of four separate professional educational areas and at least three units in an academic field outside the faculty of education. No thesis is required but instead each of the professional graduate courses will require a course paper and in addition a candidate may be required to take a final comprehensive examination. IBE - 378.25 (71)

University Courses in Education In cooperation with the Department of Education for Prince Edward Island, St. Dunstan's University, Charlottetown, is to provide courses in education, which will be recognised as fulfilling the requirements for a teachers' licence. Two kinds of licence will be granted. IBE - 371.124 (71)

Training for School Music Teachers The Nova Scotia Normal College, in Truro, which already has three specialised departments in household science, mechanic science, and kindergarten-primary, has decided to institute a fourth department for training teachers of school music in a one-year course. Candidates for the new course must fulfil the regular Normal College entrance requirements and have a certain proficiency in playing the piano. IBE - 371.12 - 375.75 (71)

Technical and Vocational Training Extended to North The new high school being built at La Ronge, in northern Saskatchewan, will provide for the first time a centre for technical and vocational, including home economics, training for children in this northern part of the province, as well as the ordinary secondary school education. It is expected that enrolment at the new school will include about seventy-five Treaty Indian and one hundred and seventy-five Metis and White children. This is part of the cooperative policy between the federal government's Department of Citizenship and Immigration and the provincial Department of Education successfully initiated with the building of a combined-enrolment school in Pelican Narrows in 1953. Costs of the La Ronge school will be shared equally by the federal and the provincial governments. IBE - 373.54 - 371.98 (71)

Teachers and Mental Health Since the Canadian Mental Health Association, in collaboration with the University of Toronto, initiated in 1948 a special training programme for experienced teachers, to enable them to study mental health theories and practice concerning school children, some fifty teachers from all Canadian provinces, as well as six teachers from Thailand, have received training. The programme enables teachers, for a year, to work in close co-operation with the staff of various university departments, such as education, psychology, medicine, psychiatry and social sciences, and to observe and apply techniques in selected schools within a community where the social services, including clinic facilities, are well organized. On their return to their own communities they act as liaison officers between classroom teachers (with whom they have regular consultations) and mental health clinics, community agencies and groups of parents and citizens. IBE - 377.91 - 613.86 (71)

CEYLON

Denominational Schools A recent decree of the Prime Minister of Ceylon bans the opening of new schools by religious bodies. IBE - 379.75 (54.87)

New Tamil University Navalar Hall, the first Tamil university to be opened in Ceylon, has been established in Colombo, and began to function in July 1957. IBE - 378 (54.87)

EGYPT

School Health Committees The Egyptian government, in cooperation with the World Health Organization and Unicef, has undertaken a scheme aiming at complete control of trachoma in a pilot project area in Qalyub. In order to ensure active support in schools, certain children have been selected to serve on their school health committee and to wear the badge of the same. Their duty is to inspect fellow-pupils and classrooms for cleanliness and to apply anti-biotic ointment to the eyes of their classmates. IBE - 371.71 (62)

FRANCE

Training of Secondary Teachers The length of studies in institutes training teachers for secondary schools (I.P.E.S.) has been fixed at two years. It can, however, be reduced to one year for those candidates who already possess several higher education certificates, two or three in science or three or four in letters. IBE - 371.124 (44)

New Science Faculty To meet the increased need for qualified scientists, the French government is planning to set up a second faculty of science for the University of Paris, at Orsay, some 20 kilometres from the capital. There is already a laboratory of nuclear physics there, in which a new linear electron accelerator is being constructed. IBE - 378.61 (44)

Scientific University Colleges The scientific university colleges are intended to provide preliminary scientific courses; they may also, in certain cases, give special instruction in preparation for certain certificates required for the science degree. Both the methods of instruction and the system applied by these colleges will take into account the experience of the pre-university classes and of the higher mathematics classes in the "lycées". In the near future, "scientific colleges" will be established in towns where there is at present no science faculty. The intention is to attract more young people to scientific subjects, and to bring in those who live in the provinces far from a university centre. IBE - 373.16 (44)

Teaching of the Highway Code The "Journal officiel" has published a law making it compulsory to teach the highway code. This will be included in the curriculum for various types of schools in accordance with the regulations fixed by the public administrative authorities. IBE - 375.831 (44)

University and School Social Services The National Centre for University and School Social Services—the structure of which was laid down by a decree in January 1957—coordinates all the youth services, institutions and welfare organizations whose objective is to improve the living conditions of French and foreign students attending public higher education establishments and of pupils in the upper classes of public secondary establishments. In particular it concerns social, medico-social, cultural and open-air welfare works (university campuses and hostels, university dispensaries, medico-social restaurants, rest homes and aeriums, maternity homes, day nurseries, clothing depots, workrooms, university clubs, sports and open-air associations, etc.). IBE - 371.27 - 378.9 (44)

Student Hostels The "Cité Universitaire" in Paris, where twenty-nine countries already had national student hostels, each with its own distinctive architecture, has recently added, or is adding, five new houses to the campus: the German house for 100 students of both sexes, the Italian and Cambodian houses, each with rooms for 150 students, the Brazilian house for 150 students of both sexes, which is under construction, and the Yugoslavian house, which is still at the planning stage and will accommodate 100 students. The hostels are generally financed by the countries concerned, or by private enterprise, as for example the Italian house, provided largely by the generosity of Milanese industrial chiefs. IBE - 378.9 (44)

Vocabulary Information Bureau The "Office du Vocabulaire français" (13, rue Montparnasse) was recently inaugurated in Paris, its aim being to answer any inquiry concerning the exact meaning of words and their usage. It proposes to issue a number of bulletins the first of which includes a list of neologisms which should on no account be used in the French language. IBE - 375.134 (44)

GHANA

Villagers Build a School In Tsito, under primitive conditions and with financial difficulties, the local population has recently finished the four-year task of building voluntarily with their own hands a residential school for part-time adult education. The University College of Ghana in Accra agreed to provide the courses and a resident tutor, if the villagers would provide the buildings. For some time before completion, the school was the centre of evening, weekend and fortnight courses. IBE - 374.6 (667)

Women's Vocations The Department of Lands has given space at Adabraka Accra to the National Federation of Ghana Women for the construction of their headquarters. The Federation proposes to erect not only offices, but also a canteen and classrooms where child care, domestic subjects and handicrafts will be taught. IBE - 376.1 (667)

GERMAN DEMOCRATIC REPUBLIC

Technical Teaching The Institute of Technical Teaching Pedagogy ("Institut für Ingenieur-Pädagogik") established in 1951 in connection with the Polytechnical School in Dresden, has been assigned the following tasks: (a) to carry out research with regard to technical teaching methods, methodology of the various subjects comprising technical teaching, adult psychology, school textbooks, teaching by radio and by correspondence, practical periods, and the unity between theory and practice; (b) to draw up directions for teachers in such matters as methodology of the various subjects, preparation of lessons, demonstrations, investigations, etc. IBE - 37 P - 373.54 (43)

Scholarships For three quarters of the pupils attending secondary schools schooling is entirely free. Children of families within the modest income group receive maintenance grants varying between 25 and 60 marks per month. At the higher education level, nineteen out of every twenty students are scholarship holders and their grant varies between 180 and 400 marks. In case of illness, they continue to touch their scholarship monies during thirteen weeks. In 1955, half of the total number of students were sons of peasants or workers. IBE - 379.6 (43)

Schools for Youth and Sports The "schools for youth and sports" established by ministerial decree of 30th April, 1953, numbered twenty-one in 1956-1957. They consist of primary general education schools ("Kindersportschule") or secondary schools ("Jugendsportschule") in which the teaching of gymnastics and sports is intensified, the syllabus being more advanced than in the ordinary schools and more time being devoted to it. In the lower classes, the general syllabus is the same as that of the other primary schools. In classes 9 to 12, the study of a third language is optional for pupils of the literature section (A); likewise a second language is optional for pupils in the scientific section (B). Attendance at one of these sports schools does not necessarily imply the obligation to take up a sports career after leaving school. IBE - 371.73 (43)

GERMAN FEDERAL REPUBLIC

Five-day Week The evolution of the economic life has resulted in the practice of a five-day week being more and more generally adopted. Consequently, it has become necessary to study the repercussions of this innovation on school timetables. It is a well-known fact that, in the majority of the "Länder",

classes have so far only been held in the mornings. This has led certain "Länder" (Bavaria, Hamburg) to apply a timetable comprising both a morning and an afternoon session as an experiment in a few schools. IBE - 371.244 (43)

New University Degree A new degree, that of "Magister Artium", is being created in the faculty of philosophy of the free University of Berlin. The present German doctorate has been so often used for purposes other than that for which it was intended—i.e., to denote aptitude for a scientific career, that it was in danger of losing the high reputation it enjoyed in the nineteenth century. The new diploma, which is an end of course degree to be taken after eight semesters' study, entails the writing of a dissertation and written and oral examinations in one main and two subsidiary subjects. It is not intended as a preparation for the doctorate, which can be taken directly by those who require it, but as an examination preceding entry into the various professions. IBE - 378.25 (43)

Selecting a Headmaster The Hamburg government has passed a law which enables the teaching staff to participate in the selection of the headmaster. The latter is appointed provisionally for two years; on the expiry of this period, the teachers hold a secret ballot to decide whether there is any objection to his permanent appointment. IBE - 371.15 (43)

For Bedridden Children An experiment in a two-way telephone system of instruction is being tried out for the education of handicapped children who are unable to attend ordinary classes. By this method the bedridden child is linked up with a normal class at school during a lesson and is thus able to take part in the common work of the class. IBE - 371.918 - 371.372 (43)

Remedial Education The German section of the International Remedial Education Society and the German Special Schools Association ("Verband deutscher Sonderschulen") jointly organized a "Remedial Education Week", which took place in Hanover from 31st July to 5th August, 1957. IBE - 377.92 (43)

GREECE

Vocational Training A number of vocational schools, known as the "King's Schools", exist in Greece to provide accelerated training in various crafts to youths between the ages of 16 and 20 whose parents have been killed or disabled in war, civil war or earthquake. On completing the course the boys return to their villages as qualified masons, carpenters, mechanics or wheel-wrights. A team of three vocational training experts sent by the International Labour Organization have joined the staff of one of these schools at Amaroussion, fifteen kilometres north of Athens, to demonstrate modern methods of instruction in the building trades. IBE - 373.56 (495)

INDIA

Training of Village Leaders and Teachers During its second five-year community development plan, India is preparing to train twelve million people in village leadership and about 30,000 village school teachers. Many thousand special camps are being set up all over the country for the purpose. IBE - 371.12 (54)

Study of Languages The report of the Official Language Commission of the Indian government, published recently, stresses that English should be taught in secondary schools principally as a "language of comprehension", the literary study of English being an additional voluntary subject. For the compulsory primary education programme, however, there was no question of using anything but Indian languages. IBE - 375.1 (54)

Eliminating Examinations A committee of the All-India Council of Secondary Education is working out details of a scheme whereby twenty-five selected schools throughout the country will experiment in doing away with examinations. Children in these schools will not be forced to attend lessons or to complete a syllabus within a given time. Instead, they will work at their own pace and will be awarded certificates on the basis of each individual's progress during his or her school course. The experiment will be carried out over a period of years, and it is hoped that by the time the first batch of pupils are ready to leave the secondary schools the universities will be prepared to accept their certificates as qualifications for admission to degree courses. IBE - 371.262 - 373 (54)

Rural Institutes for Higher Education Recently ten rural institutes for higher education have been set up in different parts of the country. The government has now decided that greater coordination must be established between such institutes and the community projects, and that efforts must be made to find suitable opportunities for the youth who complete their studies there. IBE - 371.291 - 378 (54)

Training in World Affairs Many of the students who joined the Indian School of International Studies in New Delhi, when it was first opened in October, 1955, are now going abroad to such countries as the United States, West Germany, Egypt, Indonesia, China and Japan, for the final stage of their three-year course of studies. The school, which is the first of its kind in Asia though similar institutions exist in other parts of the world, aims to create a body of informed opinion on international affairs. IBE - 375.825 (54)

ISRAEL

Women Teachers and Military Training In compliance with a recent regulation, practically all women graduating from teacher training centres, as from September, 1958, will have to enlist in the army to undergo basic military training. They will then be sent to teach, while still in uniform, in the immigrant settlement schools. IBE - 371.12 - 371.97 - 377.36 (569)

Oriental Studies in Secondary Schools Four leading secondary schools, in Jerusalem, Haifa and Tel Aviv, are now offering courses in oriental studies which will provide a broad training in Arabic and the history and geography of the Middle East. IBE - 375.13 (569)

ITALY

Revision of Examination System The Italian cabinet has approved a bill to revise the State examination in schools. There are two sets of State examinations, the first of which is taken at the end of the primary school course at about the age of 11 years, and the second at about the age of 18 years on leaving the secondary school and passing on to the university. Hitherto, those who failed in any subject in the summer session could take that subject again in the autumn. It is now proposed to abolish the autumn session, and those who fail in the summer will have to wait a year before trying again. Moreover the examination will be confined to written tests in future, with subsequent oral examinations only for those who fail the tests in any particular subject. Previously the results were determined by the average of the marks obtained in both the written and the oral part. IBE - 373.195 (45)

JAPAN

New Teachers' Group In addition to the Japanese Teachers' Union which numbers about 580,000, a new teachers' group, called the Federation of Japanese Teachers' Associations, has recently been formed in Yamaguchi prefecture, with a national membership of 10,000, to enable the rank and file of the teachers to have more say in policy making. IBE - 371.18 (52)

NETHERLANDS

School Administration A commission has been set up by ordinance No. 52615 of the Ministry of Education, the task of which will be to examine to what extent it is desirable to modify the legislation dealing with the administration of public primary education. IBE - 379 (492)

Higher Primary Education The teachers' association and the educational centres have together drawn up an experimental plan for higher primary or secondary modern education. This plan makes provision for a junior stage of three years and a senior stage of two years. Studies will be based on a simple basic syllabus which can be methodically developed and enlarged. The possibility is being examined of allowing a limited number of pupils to follow a three-year course linking up with other sections and leading to a certificate. IBE - 372.223 (492)

NORWAY

Antismoking Drive Questionnaires have been distributed among school-children to provide the fundamental research data needed by the committee of medical and educational experts set up by the government to conduct the anti-smoking campaign. IBE - 375.834 (481)

PERU

School Statistics The Ministry of Education has organized two courses on school statistics, each lasting four months, for the benefit of the staff who will be responsible for school organization and administration. IBE - 379.96 (85)

Town and Country Teachers The recently introduced teacher training reform eliminates all quantitative discrimination between the training of teachers for country schools and those preparing to teach in town schools. Before being admitted to the teacher training schools, all candidates for teaching must have completed their secondary studies. The training school course will last four years. IBE - 371.12 (85)

Family Education A bill has been passed which introduces into the country's schools a "family education hour". This is intended to strengthen the influence of family life and to teach the child his duties towards the family and society. IBE - 377.25 (85)

POLAND

Experimental School As from the beginning of the 1957-1958 school year, Warsaw is to conduct an experiment in seeking to develop independent thought on the part of the pupils. The establishment chosen for the experiment has a seven-year basic school and a five-year intermediate school. Certain elements of polytechnical education will be introduced in the upper part of the school where the pupils will work in groups of four or five on both theoretical and practical problems. Parallel classes will be arranged for the 8th, 9th and 10th

years after which, for the last two years, pupils will have a choice between two general courses (humanities, and mathematics with natural sciences) and two "vocational" courses (economics and administration, and mechanics). IBE - 370.7 (438)

SPAIN

Lightening Studies The new secondary school curriculum provides for a reduction in the number of subjects taught as well as in the syllabus content of each subject. This reduction applies to the two stages of studies for the baccalaureate of four and two years respectively. Homework is forbidden. IBE - 371.249 (46)

SWEDEN

Prolongation of Compulsory Schooling At the present time, approximately 35% of the country's schools belong to districts where the compulsory schooling period has been increased by the local authorities beyond the limit fixed by law and valid for the whole of the country. It should be understood that, according to this law, compulsory schooling covers seven years. IBE - 379.61 (485)

TURKEY

New University The country's fifth university, Atatürk University, is to be set up shortly at Erzurum in eastern Turkey. Apart from faculties of law, economics and medicine, it will have as its main concern the teaching of agricultural science. IBE - 376 (496)

UNION OF SOUTH AFRICA

Research Projects The newly formed department of education at the University of the Witwatersrand has undertaken, among other research projects, to make a scientific evaluation of school courses aimed at the lessening of prejudice. Another investigation deals with the education of the gifted child who may be handicapped by the conditions prevailing in the ordinary school. IBE - 37 P (68)

UNION OF SOVIET SOCIALIST REPUBLICS

More Boarding Schools The implementation of the programme of universal secondary education by the Ministry of Education for the Russian Soviet Federated Socialist Republic has necessitated the opening of 650 new ten-year schools throughout the republic. A conspicuous feature is the greater number of boarding schools, which has doubled as compared with the figure for the previous school year. IBE - 371.011 - 371.6 (47)

Journalism at Universities Three Russian universities now have faculties of journalism, and chairs or departments of journalism exist in other higher education establishments. The largest faculty is at the University of Moscow, where the course takes four years. Training is increasingly practical and technical, and involves practical courses in various types of newspaper and review offices during the vacations. The students have now begun to publish their own newspaper. "The Journalist", in three editions corresponding to the three main types of newspaper in Russia. IBE - 378 (47)

UNITED KINGDOM

Health Inspectors' Training Scheme The recently formed Public Health Inspectors' Board proposes to launch a new training scheme in 1958-1959. Candidates must have passed in four approved subjects at ordinary level in the

General Certificate of Education Examination. They will have four years' training under a system of paid pupillage with local authorities and will be awarded a diploma at the end of the course after successfully passing the final examination. **IBE - 614 (42)**

School Building Costs Reduced In "The Story of Post-war School Building" issued by the Ministry of Education at the end of August, 1957, it is claimed that economies and new designs and methods of construction are enabling local authorities to build schools for 20% less than the 1949 cost, and this at a time when there has been a 50% rise in prices. This reduction has been made possible by: better cost analysis; not indulging in costly architectural styles and devices; using new techniques of construction, prefabricated materials, etc.; a reduction in the cubic content of each building; and simply scaling down the size of school buildings "from that of an adult's to that of a child's world". (The term "post-war" is used to denote school building up till 1961.) The Ministry of Education has recently suggested that a consortium of education authorities for school building purposes should be formed, its two main objectives being to group all or part of the educational building programmes of a number of local authorities in an experiment and to shorten the construction period of individual projects. **IBE - 371.6 (42)**

Handwriting Research The Scottish Council for Research in Education has been investigating the teaching of handwriting. It recommends the teaching of a basic hand which can be developed, between the ages of ten and twelve years, into a fast cursive hand which can stand up to hard secondary school use, while the pupil can still write in the corresponding basic hand when "best writing" is required. This can be best achieved by the use of the modern stiff nib, not the traditional flexible nib which still persists in primary classrooms. **IBE - 372.5 (41)**

Engineering for Girls A Welsh engineering firm, in conjunction with the Youth Employment Bureau, has begun a scheme by which fourth year secondary school girls do a week's course, during their vacation, in the firm's factory, where they are shown all the facets of the engineering industry, from the planning, sales and administrative sections to the research, technical and machine departments. The scheme is designed to encourage girls to take up engineering as a career, and introduces them to the many possible branches of engineering and industry, as well as to the facilities for apprenticeship courses leading to the Higher National Certificate in Engineering and Diplomas of Technology. **IBE - 373.54 - 376.1 (42.9)**

Aviation Course for Teachers With the object of suggesting ways in which recent developments in the use of the air and of aviation might enrich the curriculum of a secondary school without adding more subjects, in July, 1957, at the Royal College of Aeronautics, Cranfield, Bedfordshire, the Ministry of Education organized a special course for men and women teachers in secondary schools, training college lecturers and local education authorities officers. The course comprised lectures having a direct bearing on school subjects such as geography, mathematics, science and history, in addition to others on topics connected with the International Geo-physical Year, air communications, aerial surveys, maps, charts and navigation, air strategy, the theory of flight and the use of aircraft in agriculture and in the development of otherwise inaccessible territory. It also included a visit to London Airport and to a wind tunnel, and experience in working the controls of a link trainer. **IBE - 375.98 - 371.13 (42)**

School Television As from the beginning of the 1957-1958 school year, about 1,000 schools should be receiving one or more of the B.B.C.s' school television

programmes. Each of the first year's programmes will be in the nature of an experiment, the reactions of viewers to a given television broadcast being taken into account before the next broadcast in the series. Plans include a science programme, a programme on the Commonwealth, the presentation of mathematics as a visual subject, and a special programme for the backward child. The emphasis throughout the programmes will be on quality of material, clarity of purpose and simplicity of approach. IBE - 371.368 (42)

Educational Films The large gathering which attended the annual conference of the National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids, in London, included participants from the United Kingdom but also representatives from Finland, the Netherlands, France, Sweden, Cyprus, Persia, Ghana, Nigeria, India, Australia, and the West Indies. Sessions were held on visual aids to nature study, religious instruction, health education, and film appreciation. A large exhibition was also arranged. IBE - 371.36 (42)

University Scholarships for Adults Thirty scholarships for university study are offered annually by the Ministry of Education for men and women over 25 years of age who have shown by voluntary spare-time study that they are likely to benefit by full-time courses at higher level. This year's winners of "mature state scholarships" as they are called, include a blind piano tuner, a bus driver, a carpenter and a house decorator. IBE - 379.67 - 374 (42)

Agricultural Training The year 1957 marks the silver jubilee of the Y.M.C.A. Farm Training Scheme for boys, sponsored by the Ministry of Agriculture. The pupils first receive practical and technical training at a residential centre and are then placed on selected farms. Of the 14,590 boys so trained, 70% have made farming their permanent career and many have continued their agricultural studies in farm institutes or agricultural colleges. IBE - 37 N - 373.52 (42)

UNITED STATES

Education Expenditure Public primary and secondary schools cost approximately \$400 per pupil in 1956-1957, an increase of nearly 50% as compared with expenditure seven years ago. This sum is almost equivalent to the amount earned in five weeks by the average worker in the manufacturing industries. IBE - 379.32 (73)

Centenary of NEA Fifteen thousand American school teachers participated in the National Education Association's centenary celebrations at Philadelphia, where the Association was first founded in 1847. The NEA, a very important teachers' organization in the United States, has over 700,000 members at the present time. IBE - 371.18 (73)

Teacher Graduates The number of university graduates training to enter the teaching profession, in September 1957, was 107,452, an increase of 10.1% as compared with the corresponding figure of 97,586 in 1956. Among these new graduates, 42,796 were prepared to teach in primary schools (in 1956, 40,801), and 64,656 in secondary schools, the latter figure being an increase of 13.86% as compared with the corresponding figure for 1956. IBE - 371.1 (73)

Teacher Training The number of years required for teacher preparation has been increasing rapidly during the present century. In 1910, primary school teachers were usually chosen from among those having completed their secondary school studies. Average training today for both primary and secondary teachers includes more than three years of college work beyond the twelve-year period covered by primary and secondary schooling. However, the training required

varies greatly among the states, among the various school systems within a state and among the different teaching positions available, and ranges from one to four years of college work. Generally speaking the average preparation for primary teachers is less than that for secondary teachers, and also less for teachers in rural districts than for those who will teach in the towns. IBE - 371.12 (73)

Teachers' Salaries Three quarters of the summer number of the Journal of Teacher Education is devoted to studies of merit salary schedules for teachers. A summary of the facts and issues involved precedes opinions of those authorities who practise such schemes and accounts of different types of schemes used, as well as the reasons of those who have either discontinued or rejected the practice and the opinions of a large firm who carried out a parallel experiment in industry. IBE - 371.15 (73)

Results of Teaching by Television In the autumn of 1956, Chicago's junior college started a "college of the air" experiment in which 1,300 of its students were taught English, biology, and social science entirely by television. In the examinations at the end of the first year of their two-year course, the college claim that these students did up to 10% better than the remaining 2,500 students taught by conventional methods. Washington University (Missouri) is also pleased with the results of mathematics courses studied over television by first-year students, and is planning to telecast all first-year lectures by the autumn of 1958. In this case, telecasts will be supplemented by tutorial-style conferences. IBE - 371.368 (73)

URUGUAY

The "Children's Corner" The authorities of Montevideo have undertaken to equip the plots of ground reserved for children's games in the various districts of the capital. These "children's corners" are provided with all sorts of games and installations for the amusement of the young who can thus play together free from traffic dangers. The municipality has voted a credit of fifty thousand dollars for this purpose. IBE - 371.735 (891)

Children's Literature Under the heading of "Movimiento Gabriela Mistral", a working group has been established at the School of Librarians to help to make children's reading more wide-spread, to draw up a bibliography of children's literature, and to start a circulating children's library, etc. IBE - 371.862 (891)

VIETNAM

New University The legislative assembly in Vietnam has been asked to provide funds for the construction of a new university in the old capital at Hué. The president of the republic has already approved the plans for the new institution and a committee has been appointed to undertake the project. IBE - 378 (596.1)

INTERNATIONAL EDUCATIONAL ACTIVITY

More Spent on Education According to the International Yearbook of Education 1956, education budgets in 1956-1957 averaged 14 $\frac{1}{2}$ % of the total of national budgets, as compared with 10 to 12% for the two preceding years. IBE - 379.32

Expansion of Education Taking as a basis the reports of Ministries of Education presented to the XIXth International Conference on Public Education, it is evident that the quantitative development of education still continues to show an upward trend. It is interesting to note that, once again, in 1955-1956 the average percentage increase in the number of secondary school pupils (between 10 and 11%) exceeded that of the increase for primary schools (7 $\frac{1}{2}$ %). IBE - 379.96

Extension of Primary Education As part of a "major-project" relative to the extension of primary education in Latin America, Unesco will concentrate its efforts during the next two years on the improvement of school statistics, the training of normal school staff, the organization of a system of "associated universities" and on completing the final arrangements for a programme of study scholarships. In particular, it expects to provide substantial aid for four normal schools for primary teachers and two universities. IBE - 372 - 379.824

Unification of School Curricula A Cultural Unity Agreement has been signed by the representatives of the Jordanian, Syrian and Egyptian governments for the purpose of unifying school curricula, educational institutions, and means of disseminating culture in general. A bureau has been established in Cairo to put this into effect. IBE - 379.824

Foreign Students During 1954-1955, universities and other establishments for higher education were attended by 4,700,000 students of which 115,671 were foreigners. As many as 30% of these foreign students were enrolled in institutions in the United States. However, if account be taken of relative data instead of actual figures, Switzerland welcomes the largest proportion of foreign students. Here, out of every four students enrolled in universities or other higher education institutions, three are Swiss and one a foreigner. IBE - 378 - 379.96

Northern Countries Congress The raising of the school-leaving age and the provision of vocational education were the main topics at the five-yearly School Congress of the Northern Countries, attended this year at Helsinki by 2,000 delegates from Denmark, Iceland, the Faroe Islands, Norway, Sweden and Finland. IBE - 37 N

Social Assistance in Education As part of the activities of the International Association for Educational and Vocational Information, an international colloquium was convened to take place in Madrid from 16th to 18th October, 1957, to study the problem of social assistance in education. The aim is primarily to draw up a world-wide "inventory" of what may be regarded as "direct assistance" (scholarships, grants, loans) and "indirect assistance" (restaurants, halls of residence, medical assistance, health insurance), and then to study the different methods of financing assistance. IBE - 37 N - 371.27 - 379.67

International Seminar More than a hundred students and staff from nearly thirty countries, representing in particular African universities, participated in the eighth World University Service International Seminar which was held at the University College of Ghana, in Accra. The theme of the seminar was "Africa and Tomorrow". IBE - 37 N

Anniversary It was on 9th June, 1927, that the foundation charter of the American International Institute for Child Welfare was signed at Montevideo. During its thirty years of activity, this intergovernmental organization of a regional type has rendered great service to the cause of children. The Institute publishes a bulletin and a supplement containing news from all the American countries. IBE - 37 N - 362.7

Binet Centenary 1957 is the centenary of the birth of Alfred Binet, the great educational psychologist, whose pioneer work on evolving intelligence tests is well known. More than many of his followers, Binet was aware of the limitations of intelligence tests and the false deductions which can be made from an inaccurate definition of what intelligence "measurement" is, as well as the uses to which it may legitimately be put. IBE - 37 C

Home Economics The Ninth International Congress on Home Economics, sponsored by the International Federation of Home Economics in collaboration with the American Home Economics Association and the Canadian Home Economics Association, was held at the University of Maryland, near Washington, D.C., and took as its theme "Education in Home Economics Relative to the Social and Economic Conditions of Individual Countries". Before and after the Congress, delegates had an opportunity of visiting many kinds of home economics programmes during educational tours in the United States and in Canada. IBE - 373.55 - 37 N

Physical Education Congress The 1957 International Congress on Physical Education and Sports for Girls and Women was held in London during July, at the Polytechnic and Bedford College. In addition to the various lectures on different aspects of the subject and on the place of dance in education, there were numerous demonstrations by highly skilled gymnastic teams from abroad and by classes from English primary and secondary schools and physical education colleges. IBE - 371.73 - 37 N

Problems of Deafness The World Federation of the Deaf organized an international study conference regarding the problems of deafness, at Rome, during September 1957. Experts examined the following topics: character and limitations of the psychological and intellectual make-up of the deaf and dumb; the special problem of primary education of deaf and dumb children whose parents are deaf and dumb; professional selection on the basis of present tendencies; art as a profession, the possibilities and limitations of deaf and dumb artists; objective audiometry in early childhood; limitations of sign language in the representing of abstract terms and conceptions. IBE - 37 N - 371.912

For Child Welfare For the year 1958, the International Union for Child Welfare is planning two important meetings: (a) the World Child Welfare Congress, in Brussels, from 20th to 26th July, to study the question of "The Parents' in the Child's Development", and (b) an International Study Conference on "The Child in the Family", at Tokyo, from 23rd to 27th November, immediately before the Ninth International Conference of Social Work. IBE - 362.7 - 37 N

Pre-School Education The congress of the World Organization for Early Childhood Education will be held in Brussels, from 30th July to 4th August, 1958. Participants will be asked to study the question of "Children calling—unity and continuity of the educative influence on children of pre-school age". IBE - 37 N - 372.21

RECORDED 25 YEARS AGO IN No. 25
OF THE BULLETIN
OF THE INTERNATIONAL BUREAU OF EDUCATION

(4th quarter of 1932)

● Dr. Decroly, who died at Brussels on 12th September, 1932, at the age of 61 years, was one of the most outstanding contemporary educationists. The success of his concrete methods, based on educative games, led to the opening of an experimental school where a "Decroly method" was finally evolved, the "centres of interest" method, which has been adopted throughout the world by a number of schools both public and private.

● The London Day Training College was transferred on 1st September, 1932, from the London County Council to the University of London and in future will be known as the "Institute of Education". In addition to the work of training teachers, it is the intention of the University Senate that: "under its new name, it shall become a University Institute of a character and standing suited for the study and investigation of educational problems arising in different parts of the Empire."

● Prior to the Olympic Games, the first International Recreation Congress was held at Los Angeles, California. It was unanimously agreed that the question of recreation in relation to leisure time was going to command more attention in the future than it had in the past, consequently the Congress called upon all nations, communities and organizations, in this time of stress and difficulty, to make special provision for play and recreational needs.

● The Ministry of National Education in Italy has decided to open next year 1,200 new elementary schools, of which 108 will be in Campania, 105 in Calabria, 110 in Sicily and 55 in Sardinia. This decision constitutes a new and important step in the efforts undertaken to combat illiteracy.

● The sixth World Conference of the New Education Fellowship, held at Nice, took as its central theme "Education and Changing Society". The distressing problems that unemployment imposes for the education of youth occupied an important place in the deliberations.

● It is a curious fact that in Japan, according to statistics, secondary schools for girls are twice as numerous as those for boys (1,600 and 800 respectively). On the other hand, institutions of higher education are three times as numerous for men as for women (150 and 50).

● The State Schools' Horticultural Society, Victoria, Australia, founded with the idea of encouraging the maintenance of school gardens, has a nursery of its own from which it makes contributions to the schools (33,000 packets of seeds and 190,000 seedlings or young plants in 1930). Forestry has also found favour; in 1931, 306 schools had established endowed plantations in which it was estimated that 200,000 trees were raised each year.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (73) EDUCATION IN THE UNITED STATES

BECK, Robert H. (ed. by). *The Three R's Plus*. What today's schools are trying to do—and why. Minneapolis, University of Minnesota Press, 1956. 392 p., fig., ind. — This work, consisting of chapters contributed by thirty-one leading Minnesota educators, many being university professors, is intended to explain to parents and the public some of the main tasks of education in the United States today and how, in the light of modern theories, the schools are trying to perform these tasks. Matters discussed in the first section, entitled *Changed and Changing Conceptions*, include the study of child behaviour, individual differences and the curriculum, and emotional and personality development. In the second section, *Subjects and Services*, one sees the present realistic approach to arithmetic teaching in particular. Chapters in the final section, entitled *Issues of Interest*, are the community school, financing of education, religion in public schools, education and leisure. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES

CRESSMAN, George R. and BENDA, Harold W. *Public Education in America*. A first course. New York, Appleton-Century-Crofts, 1956. 480 p., phot., tabl., fig., bibl., app., ind. — Introductory textbook for those commencing teacher training courses in the United States. The work has five parts: I. The American school system; II. The profession of teaching (duties, qualifications, professional aspects, opportunities); III. The educational process and the child (importance of a clear sense of purpose, etc.); IV. Education and society (including a chapter on education in Canada and in Mexico); V. A look to the future. Besides many photos, at the end of each chapter are questions and projects as well as a bibliography and list of audio-visual aids. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES — 378 (73) HIGHER EDUCATION (UNITED STATES)

HUTCHINS, Robert M. *Some Observations on American Education*. Cambridge, At the University Press, 1956. 112 p., gloss. — A brief historical survey, by a school administrator, and an examination of the general characteristics of American education, dealing in particular with higher education: ideals on which the educational system is based, standards and methods, control and conformity, alumni, athletics and academic freedom, etc. The author examines whether "education for all", as understood in the United States, is compatible with "true education" i.e., the development of the mind. He believes that it is, but regrets the absence of coordination between the educational system in the United States and the problems confronting his country at the present time. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES — 370.47 SOCIOLOGY AND EDUCATION

MACLEAN, Malcolm S. & LEE, Edwin A. **Change and Process in Education**. New York, The Dryden Press, 1956. 520 p., phot., bibl., ind. — A description of the problems facing American educationists and school administrators in a period when, as a result of important social changes, education and particularly school curricula ought to be considered as dynamic procedures. In the first part the emphasis is on educational change, showing the relationships between school and society and also how external social pressures upon the schools and their internal growth and change have resulted in an ever-expanding curriculum. Part two emphasises the educational process with regard to general education and the core curriculum, types of intelligence, the emotional basis of teaching and learning, etc. (IBE)

37 A (94) EDUCATION IN AUSTRALIA

MCDONNELL, R. M.; RADFORD, W. C.; STAURENGHI, P. M. **Review of Education in Australia 1948-1954**. Melbourne, Australian Council for Educational Research, 1956. 363 p., tabl., graph. — Fourth number of a publication containing information, with charts and much statistical data, on the organization and administration of education in the six Australian states and in the mandated territory of Papua and New Guinea. Besides showing the main developments during the six years since the previous issue, the volume gives a survey covering many aspects of government-supported education: role of the Commonwealth government, assistance to South-East Asian countries, costs, teachers, universities, etc. Included is a special section on Catholic education and another on technical education. (IBE)

37 B HISTORY OF EDUCATION

KONSTANTINOV, N. A.; MEDYNSKY, E. N.; CHABAIEVA, M. F. **Istoriia pedagogiki**. Moskva, Gossoudarstviennoe Outchebno-pedagoghicheskoe izdatielstvo Ministierstva prosviechtcheniia RSFSR, 1956. 478 p. (Academy of Educational Sciences of the RSFSR). — A treatise on the history of education for students in institutes of education. The four parts deal with the history of education in foreign countries, during the Russian empire, in the USSR and in the people's democracies. (IBE)

37 B HISTORY OF EDUCATION — 372 PRIMARY EDUCATION

POLLARD, Hugh M. **Pioneers of Popular Education 1760-1850**. London, John Murray, 1956. 297 p., bibl. — After a brief summary of the state of primary education in Europe prior to the French Revolution, the author seeks to determine the origin of the Nature School and its influence on the educational ideas of such persons as Rousseau and Basedow, in particular. He then studies the work of Pestalozzi, de Fellenberg and Wehrli before dealing with the adoption of a State system of education by several European countries. In the second part, he discusses the measures taken by those who were inspired by these methods and who sought to apply them in Great Britain where, like Lady Noel Byron and James Phillips Kay, they became true pioneers of popular education. (IBE)

37 B HISTORY OF EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS — 370 THEORY OF EDUCATION

RATTNER, Josef. **Grosse Pädagogen**. Erasmus — Vives — Montaigne — Comenius — Locke — Rousseau — Kant — Salzmann — Pestalozzi — Jean Paul — Goethe — Herbart — Froebel — Kerschensteiner — Aichhorn. München/Basel, Ernst Reinhardt, 1956. 169 p. — Taking as a basis the point of view that the recent discoveries of depth psychology have been foreshadowed by the great thinkers of all times, the author—a partisan of Alfred Adler's individual psychology—believes that the works of the great writers and educationists since the century of humanism until the present day comprise riches which are too often overlooked. He chooses the historical essay style to portray the educational thought of fifteen authors with respect to the modern acquisitions of psychology and pedagogy. (IBE)

37 B (494) HISTORY OF EDUCATION — 37 C (494) LIFE AND WORK OF EDUCATIONISTS. — 371.43 (494) ACTIVITY SCHOOL (SWITZERLAND)

SUTER, Elsa. *Volkschule - Arbeitsschule. Ursprung und Entfaltung des Schulwesens der mittleren und nördlichen Schweiz, insbesondere der durch Elisabeth Weissenbach wesentlich geforderten Volksarbeitsschule.* Baden/Schweiz, Gyr-Verlag, 1956. 295 p., pl., bibl. — A general survey of the history of schools in Switzerland and a detailed study of the educational movement of the 18th and 19th centuries in northern Switzerland and especially in the canton of Aargau. Analysis of the first indications of activity methods, of which one of the early exponents was Elisabeth Weissenbach (1833-1884) who started the practical education for girls known as "Arbeitsschule". The volume contains much hitherto unpublished documentary information on the life and activity of this first Swiss school inspectress, her task, her new method, her ideas of girls' education, of needlework and domestic science, the use of visual aids and the training of specialist mistresses. Repercussions of her innovations on the schools of other cantons and countries. (IBE)

37 B (6) HISTORY OF EDUCATION (AFRICA)

WISE, Colin G. *A History of Education in British West Africa.* London, etc., Longmans, Green & Co., 1956. 134 p., bibl., ind. — A survey of the evolution of education in British West Africa from the very earliest school established by the Dutch in the Gold Coast (now Ghana) to the numerous secondary schools, and technical and university colleges existing in the territories today. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS — 370.3 PHILOSOPHY OF EDUCATION

BAKER, Melvin C. *Foundations of John Dewey's Educational Theory.* New York, King's Crown Press, Columbia University, 1955. 214 p., notes, bibl., ind. — An endeavour to dispel apparent uncertainties regarding the philosophy of John Dewey and thus, in connection with problems of contemporary education, to clarify conceptions as to the influence of his theories in educational thought and practice. The author's study is concentrated mainly on what he considers to be the formative period, from 1890 to 1904, in Dewey's intellectual development. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS

CHAMBERS, Peggy. *They Fought for Children.* London, The Bodley Head, s.d. 190 p., ill., ind., bibl. — Brief biographies of a number of outstanding personalities of British nationality, beginning with Dorothy Pattison (Sister Dora, 1832-1878), a follower of Florence Nightingale, and concluding with Emmeline Pethick-Lawrence (1867-1954) and including Robert Baden-Powell (1857-1941). All the persons chosen have fought for the welfare of children, some having devoted their lives to the rehabilitation of cripples and invalid children, others to homeless or mentally deficient children, others again by their educational work have opened new avenues for all those who, being inspired by high and sincere ideals, wish to serve the cause of children and young people. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS — 370.3 PHILOSOPHY OF EDUCATION

GAMBARO, Angelo. *La critica pedagogica di Gino Capponi.* Bari, Editori Laterza, 1956. 379 p., bibl. — The first part of this volume is devoted to an analysis of the educational, philosophical and religious thought of Gino Capponi (1792-1876). The second part contains extracts, sometimes in a simplified form, not only from the "Pensieri sull'educazione", but also from some of the lesser known educational works of this Florentine writer. (IBE)

37 E REFERENCE BOOKS: TEXTBOOKS, TREATISES, DICTIONARIES

BAUMGAERTEL, Knut; FRIEDMANN, Friederike; STEINITZ, G. *Lexikon der Erziehung. Vom Säuglingsalter bis zur Reife.* Wien, Verlag Ullstein, 1956. 247 p. — A short practical treatise on education for parents and educationists, compiled in the form of a dictionary, and based on the most recent ideas on child psychology (depth psychology). It offers one the possibility of being informed on all educational problems by searching among more than six

hundred key-words. Concise and simple statements, illustrated by examples and cross references, contain much practical advice on dealing with children. In addition to this direct help, the book contains information on modern teaching methods, different types of schools, and various institutions for children in Austria, and indeed on school organization in several neighbouring countries. (IBE)

370 THEORY OF EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS

COMENIUS, Jean Amos (1592-1670). **Pages choisies.** Introduction de J. Piaget, directeur du Bureau international d'Education. Paris, Unesco, 1957. 206 p., bibl., fig. — A collection of passages from the chief works of the great Czechoslovak educationist (The Labyrinth of the World and the Paradise of the Heart; Didactica Magna; Pampaedia; Panorthosia). In the introduction to this book, Professor Jean Piaget shows how applicable today is the educational thought of this genius, the apostle of education for all and of international collaboration in educational matters. (IBE)

370 THEORY OF EDUCATION — 37 D BIBLIOGRAPHY

DYGASIŃSKI, Adolf. **Pisma pedagogiczne** (Educational Letters). Wrocław, Zakład im. Ossolińskich — Wydawnictwo, 1957. 159 p., bibliography of Dygasinski's works. — The "Educational Letters" of one of the most remarkable Polish educationists of the 19th century, a book which was outstanding in his time. It contains critical studies, controversies, teaching and psychological advice, and concludes with reviews of a number of books on education. (IBE)

370 THEORY OF EDUCATION

KONSTANTINOV, N. A.; SAVITCH, A. L.; SMIRNOV, M. T. **Osnovnyie voprosy pedagogiki.** Moskva, Gossoudarstvennoe Outchebno-pedagogicheskoe izdatel'stvo Ministerstva prosviectcheniia RSFSR, 1957. 342 p. — Summary of a university course on education given in the faculties of philosophy and letters of the University of Moscow, dealing particularly with general questions, teaching methods and theory of education. (IBE)

370.3 (73) PHILOSOPHY OF EDUCATION (UNITED STATES)

CHILDS, John L. **American Pragmatism and Education.** An interpretation and criticism. New York, Henry Holt, 1956. 373 p., ind. — A discussion concerning the method of experimental inquiry which has largely characterised American philosophy and, it is claimed, the expression of her democratic ideals, together with a study of the implications of pragmatic theory for education in the United States. The author, who examines the views of leading pragmatists, stresses the fact that an educational programme based on it involves, no less than does the totalitarian system, a deliberate effort to shape the attitudes and behaviour of the child. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.2 MORAL EDUCATION

MEISSNER, Erich. **The Boy and his Needs.** London, Macdonald & Co., 1956. 176 p., app., ind. — A criticism of certain aspects of modern education, indicating possible remedies and, after comparing various religious doctrines, a true conception of life's meaning. The materialistic spirit of the age, characterised by attention to the body, should, according to the author, be resisted; love of the world—a religious sentiment—is required. For his mind to find what it needs the boy must have, among other things, leisure for meditation, encouragement to read the Bible, repose, and the companionship of man. (IBE)

370.4 SCIENTIFIC PEDAGOGY

CALONGHI, Luigi. **Testi e esperimenti.** Metodologia della ricerca pedagogico-didattica. Torino, Pontificio Ateneo Salesiano, 1956. 332 p. — Description of the best known techniques permitting the rules and methods of scientific research to be applied to education. This summary of experimental education comprises three parts dealing respectively with (a) observation and the study of facts, (b) statistical representation of the results obtained, and (c) evaluation methods and means. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

PEEL, E. A. **The Psychological Basis of Education.** Edinburgh, etc., Oliver and Boyd, 1956. 303 p., fig., diagr., tabl., bibl., ind. — A handbook intended for those doing teacher training and further training courses, dealing with the educational significance of modern psychology. The implications of the definition of education are discussed under four main topics: (1) the psychology of learning, (2) the psychology of individual differences, (3) the development of the mature personality (it being suggested that the mature person has four indispensable qualities), (4) the person in society. In addition, two chapters are devoted respectively to school examinations and school records. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

SCIFO, Carmelo. **Tesi di psicologia sperimentale**, ad uso degli Istituti Magistrali. Siracusa, Editrice Ciranna, 1955. 109 p. — Treatise on experimental psychology for the use of teachers in training. Without actually taking account of the various modern trends of this science, the subject matter is clearly set out so as to suggest numerous applications in the educational field. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 370.47 SOCIOLOGY AND EDUCATION

STROUD, James B. **Psychology in Education.** New York, London, etc., Longmans, Green & Co., 1956. 617 p., tabl. — A revised and enlarged edition of the 1945 handbook for graduate students. Man is largely the product of his life in society. The author's approach is sociological, as is shown by the chapters on Education and Social Class, Man and Nature, Race and Culture. In the opening chapter he maintains that freedom of thought, speech and religion should be real, not merely legal facts, especially in the classroom. The other main theme of this work is mental development (psychology of reading, language, intelligence measurement, the gifted as well as the backward child, the learning process, memory, etc.). A historical background is provided to all these aspects of the educative process, together with a mass of tabulated statistical information. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 376.7 ADOLESCENCE

HERFORD, M. E. M. **Youth at Work.** A five-year study by an appointed factory doctor. London, Max Parrish, 1957. 154 p., app., bibl. — A very thorough account of the health and working conditions of adolescent boys and girls in the Slough and Eton factory district, between the years 1950 and 1954. After a short history of the duties and present position of an appointed factory doctor, the author studies the different industries in the district, the general physique and health of the persons concerned, and the problems raised from the medical, health and psychological points of view; he also shows the importance of home influences on the health of the young workers of both sexes, together with questions of apprenticeship and employment. Supplemented by statistics and case studies. (IBE)

370.47 SOCIOLOGY AND EDUCATION

HODGKIN, R. A. **Education and Change.** A book mainly for those who work in countries where education is part of a process of rapid social change. London, Oxford University Press, 1957. 150 p., diagr., app. — Written by one who, having seen much of education in Africa and Asia during a period marked by the impact on them of European and American cultures, believes that the problems presented by rapid social change constitute a challenge to all interested in education. In studying aims, the author is led to stress, in particular, the significance of "creativity", which he considers inherent in everyone and, it being impossible to avoid religious terms, divinely inspired. (IBE)

370.9 (54) FUNDAMENTAL EDUCATION

INDIA. MINISTRY OF EDUCATION. **Handbook for Teachers of Basic Schools.** Delhi, The Manager of Publications, 1956. 325 p., fig. (Publication No. 112). — Aims and objectives of basic education, its place in the modern

industrial age, organization of basic schools and the technique of correlated teaching. The second part covers the methodology of the various subjects figuring in the curriculum. (IBE)

371 (47) GENERAL ASPECTS OF EDUCATION

KROUPSKAIA, N. K. *O kommunisticheskom vospitanii*. Moskva, Izdatel'stvo Ts.K. VLKSM "Molodaia gvardiia", 1956. 424 p. — Selection of autobiographical notes, reminiscences, talks and articles by N. K. Kroupskaia, the wife of Lenin, dealing with educational problems or related topics. (IBE)

371.02 EDUCATION IN THE HOME

TIÈCHE, Maurice. *Le bonheur chez soi*. Paris, La voix de l'Espérance. Editions J. Oliven, 1957. 161 p. — This volume, one of the series entitled "La voix de l'espérance", contains the educational and social talks broadcast by the French National Broadcasting and Television network during the year 1956. These talks deal with very varied subjects such as contemporary inattention, the education of invalid children, mother-in-law and daughter-in-law, cinema halls, etc. (IBE)

371.037 YOUTH MOVEMENTS

BERTOLINI, Piero. *Educazione e scoutismo*. Bologna, Edizioni Giuseppe Malipiero, 1957. 266 p., bibl. — Analysis of the principles and methods of scouting, the educational value of which is still much too little known in Italy. Shows how the family and school would benefit by knowing and supporting this movement which has already proved its worth and contributed very effectively to the education of young people. (IBE)

371.1 (73) TEACHERS — 379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Staff Relations in School Administration*. 33rd Yearbook. Washington, AASA, 1955. 468 p., app. (220 p.). — A study of school administration with particular reference to the teaching staff. Contains sections on the technique of administration, staff selection, work assignment, salaries, promotions, incentives, relations among teachers, in-service training, etc. Based on the American educational system, but much of it is general enough to apply elsewhere. The basic principles of personnel management as practised in the factory are here applied to teaching, and there is a strong democratic angle. The appendix consists of the official records of the Association. (IBE)

371.12 (73) TEACHER TRAINING (UNITED STATES)

BORROWMAN, Merle L. *The Liberal and Technical in Teacher Education*. A historical survey of American thought. New York, Bureau of Publications, Teachers College, Columbia University, 1956. 247 p., bibl., ind. (Teachers College Studies in Education). — Historical analysis of the issues which have arisen in America concerning the functional balance necessary to teacher training. On the one hand are the concept of general education and the aims, characterised by breadth of outlook, sought by liberal education; on the other, the specialised training for professional work in education and the need to train individuals for specialised technical tasks. Text accompanied by many quotations and references. (IBE)

371.12 TEACHER TRAINING

Training of Primary Teacher Training Staffs. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 182, 1957. 202 p., tabl. — In the vast drive to extend education and culture, the primary teacher has a foremost part to play. It is, therefore, of the utmost importance that he should be fittingly trained for his task and, consequently, the International Bureau of Education — after having undertaken an inquiry into primary teacher training — has now made a study of the skills and qualifications demanded of the staff of teacher training schools and colleges. The present study in comparative education, based on data supplied by the Ministries of Education of sixty-six countries,

deals with establishments which train teaching staffs, the specifically professional training of staffs, the training of teachers for special subjects and demonstration schools, and the appointment and further training of teachers in service. (IBE)

371.12 (42) **TEACHER TRAINING (UNITED KINGDOM)**

ENGLAND AND WALES. MINISTRY OF EDUCATION. The Training of Teachers. Suggestions for a three-year training college course. London, Her Majesty's Stationery Office, 1957. 24 p. (Ministry of Education Pamphlet No. 34). — A statement of the views of the Ministry of Education advisory panel of school inspectors on the best use of the three-year training college course to replace the present two-year course in 1960. It is hoped that the extra year will be used to extend academic studies in particular and that it will lead to a greater range of achievement and qualifications among students who would be either more or less specialized according to preference and ability. Some of the chief consequences of the new system will be closer association of teachers in schools with the training colleges, the need for early guidance of the student and easier transfer from one college to another. (IBE)

371.126 **TEACHING PRACTICE — 373 SECONDARY EDUCATION**

SCHORLING, Raleigh & BATCHELDER, Howard T. Student Teaching in Secondary Schools. 3rd ed. New York, London, etc., McGraw-Hill Book Co., 1956. 400 p., phot., app. — A third revision of Professor Schorling's 1940 practical guide for student teachers, containing numerous questionnaires and check lists on all aspects of the secondary teacher's work. The basic principle of the book is the cultivation of the personality, both the teacher's and the child's. There are chapters on pupil-teacher relationships, planning, method, discipline, backward children, audio-visual aids and personality development, each concluding with lists of points for discussion, suggested readings, practical exercises and film material. (IBE)

371.13 (43) **FURTHER TRAINING OF TEACHERS (GERMAN FEDERAL REPUBLIC)**

LEMBERG, Eugen (ed. by). Lehrerfortbildung in Hessen. Bericht über die Tätigkeit des Hessischen Lehrerfortbildungswerkes von 1951-1955. Frankfurt am Main, Verlag Moritz Diesterweg, s.d. 124 p., pl. — This report on the action taken in Hesse between the years 1951 and 1955, with regard to the further training of teachers in service, illustrates the structure of the further training system, its organization, the principles underlying its curricula, the nature of the subjects dealt with in the study groups, and finally the results of the work of the different sessions. (IBE)

371.15 (73) **STATUS OF TEACHERS — 371.161 (73) PROFESSIONAL ETHICS —**

371.18 (73) CORPORATIVE LIFE AND COLLECTIVE ACTION AMONG TEACHERS (UNITED STATES)

HUGGETT, Albert J. & STINNETT, T. M. Professional Problems of Teachers. New York, The Macmillan Company, 1956. 468 p., phot., tabl., fig., stat., bibl. ind. — Source of information on various matters pertaining to the teaching profession as such in the United States: the teacher as a member of a profession, conditions concerning appointment and employment, professional ethics, community responsibilities, safeguarding the profession by organizations, professional standards, diplomas and degrees, etc. (IBE)

371.18 (73) CORPORATIVE LIFE AND COLLECTIVE ACTION AMONG TEACHERS —

371.15 (73) STATUS OF TEACHERS (UNITED STATES)

STINNETT, T. M. The Teacher and Professional Organizations. 3rd. ed. Prepared as a joint project of the National Association of Secretaries of State Teachers' Associations and the National Commission on Teacher Education and Professional Standards. Washington, D.C., National Education Association of the United States, 1956. 166 p., phot., tabl., bibl., fig. app. — Third and revised edition of a book for use in the United States particularly in teacher training and further training courses, emphasising the need for high professional standards and showing the importance of professional organizations and of participation of teachers in the work of such organizations. Information on the status of the profession and concerning membership of the various organizations. (IBE)

371.263 TESTS — 372.4 READING

HALCONRUY, René. *Tests de lectura silenciosa*. Quito, Editorial de la Cultura Ecuatoriana, 1957. 200 p. — Battery of silent reading tests carried out by the author when he was a professor at the Bolivian National School for Teachers. Apart from the adaptation for Bolivian children of the Haggerty reading test, the volume contains five silent reading tests for the pupils in the 3rd, 4th, 5th and 6th years of Bolivian primary schools. (IBE)

371.263 SCHOLASTIC TESTS — 371.267 OBSERVATION CHARTS

SCHONELL, Fred J. and SCHONELL, F. Eleanor. *Diagnostic and Attainment Testing*. Including a manual of tests, their nature, use, recording and interpretation. 3rd ed. Edinburgh & London, Oliver and Boyd, 1956. 192 p., tabl., fig., bibl. — Third edition of a book being supplementary to previous works of the authors, and giving further advice on the using of tests for child guidance and educational purposes. It sets out, in a form for practical use, all the diagnostic and attainment tests constructed by the authors. Besides the importance attached to correct interpreting of test results, emphasis is laid, in particular, on the necessity for objectivity in assessments and on the consequent value of properly standardised tests. (IBE)

371.291 (728.3) RURAL SCHOOLS (HONDURAS)

OLAIZOLA SOUZA, Sabas. *El plan de maestros asociados ó de ambientes especializados*. Una nueva estructura de la escuela primaria. Tegucigalpa, Ministerio de la Educación Pública de Honduras, 1956. 258 p. — The author, founder of the New Education school at Las Piedras (Uruguay), describes his "plan of associated teachers". The one-teacher school is replaced by schools with three teachers who work in close collaboration, one being largely responsible for intellectual activities, another for laboratory work, and the third for handicrafts. (IBE)

371.291 RURAL SCHOOLS — 374.1 FURTHER EDUCATION

POURON, M. (under the direction of). *Un enseignement rural*, "les cours postcolaires agricoles et ménagers agricoles publics". Paris, Editions Bourrelier, 1957. 158 p., fig. (Cahiers de Pédagogie Moderne). — Measures taken for the benefit of rural youth who supplement their primary studies by further education courses, showing the difficulties, the results already obtained, as well as certain practical activities. (IBE)

371.30 TEACHING PRINCIPLES

FERRÉ, André. *Enseigner, métier difficile...* Conseils pour faire la classe. Paris, Bourrelier, 1957. 163 p. — Guide for the teacher who, having no opportunity of seeing the work of his colleagues, finds it difficult to assess the quality of his teaching. An analytical table accompanies the different sets of advice on the essential subjects and is intended to help the individual teacher to acquire his own particular educational style. (IBE)

371.303 PLAY — 136.7 CHILD PSYCHOLOGY

COHEN, J. & HANSEL, M. *Risque et jeu*. Probabilités subjectives. (Traduction de Jean-Paul Boas). Paris & Neuchâtel, Delachaux & Niestlé S. A., 1957. 108 p. (Actualités pédagogiques et psychologiques). — Description of an experiment carried out in Manchester seeking to show the complexity of child thought at the various stages of intellectual development, and the influence of subjective probability in each particular situation of life. The child, the individual, is always called upon to choose on the basis of partial knowledge and this choice therefore comprises an element of risk. The psychological components of subjective probability are here examined as well as the different modes of our states of uncertainty. (IBE)

371.372 BROADCASTING — 371.368 TELEVISION

GALLO, Salvatore. *Psicologia della radio e TV*. Firenze, Edizioni "La Voce scientifica", 1955. 239 p., bibl. — By systematically studying the observable

phenomena of the listener after a broadcast, the author endeavours to establish the type and the form of psychological reactions produced by wireless in the individual or a specified group of individuals. Special attention has been given to the study of these phenomena among blind people, since their reactions are more sharply defined in view of the important role played by auditive perceptions in their case. Other experiments are also related concerning the psychology of the actor and the spectator with regard to television. (IBE)

371.383 SCHOOL DRAMATICS

WARD, Winifred. **Playmaking with Children** from Kindergarten through Junior High School. 2nd ed. New York, Appleton-Century-Crofts, 1957. 341 p., phot., bibl., app., ind. — A new version, for classroom teachers, camp and recreation directors, as well as for leaders in religious education, of a work first published in 1947. The author explains the value of creative dramatics in education, particularly in providing an emotional release for children and in its teaching of attitudes. She describes the playmaking of children at different ages and deals with such matters as the story and its presentation, correlation with other subjects, playmaking in religious education, the therapeutic aspect. A story list and list of musical recordings are appended. (IBE)

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE : NEW EDUCATION SCHOOLS

RAWSON, Wyatt. **The Werkplaats Adventure**. An account of Kees Boeke's great pioneer comprehensive school: its methods and psychology. London, Vincent Stuart, 1956. 153 p., phot. — The story of the educational experiment carried out by Kees Boeke who succeeded in establishing individual education in community life in his school at Bilthoven in Holland. His educational principles (inspired by Quakerism) may be summed up as: co-education, individual work which enables each child's capabilities to be developed for the benefit of the community, balance between intellectual and practical and handicraft teaching, abolition of school marks and disciplinary measures such as punishments or sanctions, education for freedom and the democratic spirit, frankness, spontaneity and mutual help in a family atmosphere. (IBE)

371.461 RUDOLF STEINER SCHOOLS

HARWOOD, A. C. **Le mystère de l'enfance**. Introduction à la pédagogie de Rudolf Steiner. Paris, l'Art de l'éducation, 1955. 110 p. (Les Cahiers bleus, D.). — A teacher from Michael Hall, one of the Rudolf Steiner schools in England, endeavours to enlighten parents about the Steiner educational methods, illustrating his account by numerous examples taken from actual experience. The study is preceded by an introduction to the Rudolf Steiner school movement by Mrs. Henriette Bideau. (IBE)

371.6 SCHOOL BUILDING

Expansion of School Building. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 184. 1957. 244 p. — Fifty-seven countries replied to the inquiry undertaken by the International Bureau of Education which set out to determine the world needs in the matter of school buildings. The results of this comparative study show that the shortage of school premises is universal and that it is felt even in the most advanced countries. The study deals with such questions as the legislative and administrative responsibility for school building, the assistance provided from private sources, present and future requirements, measures taken or proposed on the technical and architectural side, as well as on the administrative and financial side, emergency measures, and international assistance received, desired, or capable of being provided. (IBE)

371.6 SCHOOL BUILDING

ENGELHARDT, N. L., ENGELHARDT, N. L. Jr. & LEGGETT, Stanton. **School Planning and Building Handbook**. New York, F. W. Dodge, 1956. Fig., plans, tabl., ind. — A technical handbook, for the use of educationists, school administrators and architects, covering administration, the overall survey,

site, equipment and furniture, architecture, sanitation, finance and legal services, and all aspects of a school building programme, drawn up on the basis of the personal experience of a team of educational consultants. It also contains pertinent material obtained from over 85 other leading authorities. (IBE)

371.71 THE PUPIL'S HEALTH AND HYGIENE

WHEATLEY, George M. & HALLOCK, Grace T. **Health Observation of School Children.** New York, London, etc., McGraw-Hill Book Co., 1956. 2nd. ed. xix & 488 p., fig., tabl., pl., ind. — Intended to help teachers detect signs of ill health in schoolchildren. Contains information on child development, educational psychology, hygiene, therapy, elementary biology, and first aid for the intelligent layman. (IBE)

371.73 PHYSICAL EDUCATION

BHATTACHARYA, Pranab Kumar. **Gymnastic Marching.** Pondicherry, Department of Physical Education, Sri Aurobindo Ashram, 1956. 125 p., phot. — Gymnastic marching, a combination of marching and gymnastic movements, was first introduced to meet the need of physical exercise felt by the older members of the Sri Aurobindo Ashram at Pondicherry. The system described here enables many people (men, women and children) to exercise together in a comparatively small space. Sections two and three, giving descriptions of the ordered movements and appropriate commands, are illustrated by photographs. (IBE)

371.73 PHYSICAL EDUCATION — 372.21 PRE-SCHOOL EDUCATION

Fiticheskiye vospitanie dietei dochkolnogo vozrasta. Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 126 p. (Physical Culture and School Hygiene Institute). — Ten articles on physical culture for children of pre-school age dealing especially with movement as a factor of musical education, prophylaxy of spinal column deviations, the role of swimming, etc. (IBE)

371.73 (47) PHYSICAL EDUCATION (USSR)

TERIEZNIKOV, E. P. **Onroki po liogkol atletikie v V-X klassakh.** Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 163 p., bibl., (Physical Culture and School Hygiene Institute). — Detailed description of light athletic lessons for the 5th to 10th school years, accompanied by advice on teaching and practical examples. (IBE)

371.73 (73) PHYSICAL EDUCATION — 375.83 (73) HYGIENE (UNITED STATES)

VANNIER, Maryhelen & FOSTER, Mildred. **Teaching Physical Education in Elementary Schools.** Philadelphia & London, W. B. Saunders, 1954. 351 p., tabl., diag., bibl., ind. — After dealing with the value of physical education, the author gives guidance concerning the providing of it in United States elementary schools. Included in the book, which consists, for the greater part, of practical suggestions and which contains many diagrammatic illustrations, are sections devoted especially to camping, excursions, handicapped children, competitive sport, etc. (IBE)

371.73 PHYSICAL EDUCATION

WILES, Kimball; BROWN, Camille; CASSIDY, Rosalind. **Supervision in Physical Education** — a guide to principles and practices. Englewood Cliffs, N. J., Prentice-Hall, 1956. 352 p., fig., bibl., ind. — Written, according to the preface, "to help supervisors understand and apply democratic principles in the supervisor-teacher relationship and in the teacher-pupil relationship, and to help them visualize the curriculum of physical education which results when these principles are applied". Divided into five parts, it shows how supervision requires skill in (i) leadership (ii) democratic action, (iii) developing the physical education programme, (iv) personnel administration, and (v) the use of the evaluating process. Each section ends with a concise summary of selected articles on relevant research. (IBE)

371.732 (438) SPORTS (POLAND)

JANICKI, Ryszard. *Organizacja imprez sportowych w szkole*. Warszawa, Wydawnictwo "Sport i Turystyka", 1957. 112 p., tables, plans, diagr. — Practical advice on how to organize sports activities of schoolchildren taking account of the age, health and material possibilities. (IBE)

371.732 (47) SPORTS (USSR)

KORONOVSKY, V. N. (ed. by). *Sport v shkole*. Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 480 p., app. (Physical Culture and School Hygiene Institute). — Thirteen articles on sport in school, supplemented by monographs on skiing, skating, aerobatics, ball games, competitions, medical control, education of sport virtues, etc. (IBE)

371.8 THE PUPIL — 371.026 HOME AND SCHOOL

BERGE, André, et alii. *Bon ou mauvais élève...* Paris, Les Editions Sociales Françaises, 1957. 180 p., bibl. — The author, medical director of the Centre for Psycho-Pedagogical Studies of the Paris Academy, and a team of specialists with several years' experience in working together endeavour to clarify the problems facing the pupil as well as his parents and teachers: preparation of the child for school life, diversity of methods to be applied due to the diversity among the children themselves, influence of the home atmosphere on the general culture of the pupil, school overwork, etc. In order that the pupil, good or bad, may profit from his years at school, some point of equilibrium must be found, variable from one child to another, which will offer him the best chance of attaining to full development. (IBE)

371.861 (439) CHILDREN'S LIBRARIES (HUNGARY)

RÁCZ, Aranka; KEPES, Ágnes; TOTH, Béla. *Gyermekek és ifjúsági könyvtárak*. Budapest, "Művelt Nép", 1955. 103 p., fig., bibl. — At the present time, children's libraries in Hungary, of which the first were opened nearly a century ago, are developing rapidly. An attempt is being made to establish reading rooms distributed not only according to types of school (primary, secondary or technical) but also according to age groups. Particular care is taken with the furnishing of these libraries to make them pleasant places and easily accessible to the children. The librarians also pay much attention to the organization of exhibitions for their young readers, as well as recreational periods for stories and passages taken frequently from Hungarian folklore. (IBE)

371.862 CHILDREN'S LITERATURE

ALIEKSIEIEVA, O. V. et alii. *Dietskaia literatoura*. Moskva, Gossovdarstvienneïe Outchebno-pedagoghitcheskoe izdatel'stvo Ministertva prosviecthenia RSFSR, 1957. 334 p. — Compilation of articles for training college students intending to become teachers in primary schools, showing them how to direct children's reading. Information on Russian and foreign children's literature of the 18th, 19th and 20th centuries. (IBE)

371.862 CHILDREN'S LITERATURE

FANCIULLI, Giuseppe. *Scrittori e libri per l'infanzia*. Torino, Società editrice internazionale, 1956. 281 p., bibl. — After having rapidly sketched the evolution of children's literature in France, England, Germany and Italy, Mr. Fanciulli, himself an author of children's books, states that this type of literature ought to be a harmonious synthesis of poetry and information, if it is to contribute efficiently to spiritual development. Then follows the biography of some of the best known writers for children: Collodi, Grimm, Andersen, Verne, etc.

371.90 HANDICAPPED CHILDREN (USSR)

DOULNIEVA, G. M.; KOUZMINA-SYROMIATNIKOVA, N. F.; KOUZMITSKY, M. I. (ed. by). *Vospitatelnaya rabota v vspomogatel'noi shkole*. Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 152 p. (Institute for the Study of Deficiency, Educational Readings). — Seven-

teen articles devoted to the work of teachers responsible for the education of handicapped children ("complementary schools"). The book deals with such questions as: education through work (agriculture, workshops, dressmaking), hygiene, club formation, the participation of the pupils in the work of editing for the children's press, sport, tourism, etc. (IBE)

371.912 DEAF, AND DEAF AND DUMB

NEIMAN, L. V. (ed. by). *Ostatotchny sloukh ou tougooukhikh i gloukhoniemykh dietiei*. Moskva, Izdatelstvo Akademii nauk RSFSR, 1957. 150 p. (Institute for the Study of Deficiency). — Collection of articles devoted to the re-education of the sense of hearing among hard-of-hearing children, the detection of deficiencies and the improvement of electro-acoustic and other apparatus used in special schools. (IBE)

371.916 PHYSICALLY HANDICAPPED CHILDREN

SCHONELL, F. Eleanor. *Educating Spastic Children*. The education and guidance of the cerebral palsied. Edinburgh & London, Oliver & Boyd, 1956. 242 p., tabl., fig., phot., bibl., ind., app. — This book, based on the author's experience in several countries, and largely devoted to her research work, is intended to assist all concerned with the education, upbringing and welfare of the cerebral palsied. In paying tribute to the contribution of Dr. Earl Carlson, the author stresses the importance to be given to the child's mental development. Value of beginning education early, of special schools, training to read, constructive efforts by parents, parent counselling, vocational training, etc. In addition to much advice and many suggestions there is an appendix with examples of forms used for record purposes. (IBE)

371.918 INVALID CHILDREN

ZBYSZEWSKA, Z. *O dziecku przewlekłe chorym*. Warszawa, Państwowy zakład wydawnictw lekarskich, 1956. 135 p., app., bibl. — A treatise dealing with the education of children suffering from chronic complaints (tuberculosis, infirmities, nervous troubles, etc.) at the various pre-school and school levels. Appended are some children's drawings. (IBE)

371.93 MORAL DEFICIENCY. YOUNG DELINQUENTS

CHAUFFIN, Yvonne. *Ces enfants de malheur...*, journal d'un jeune délinquant (roman). Paris, Amio-Dumont, Le Livre Contemporain, 1957. 251 p. — Among the numerous adolescent persons sketched in this novel, several, including that of Laurent, the narrator, enable the reader to understand better the gravity of the situation of the young delinquent faced with temptation and the opportune moment. It is not only famine, poverty or unsatisfactory home life which leads a child to crime. Lack of tenderness, indifference to his problems draw the adolescent more often than one realizes towards that which he believes to be the fulfilment of his personality. (IBE)

372.212 NURSERY SCHOOLS — 376.5 EARLY CHILDHOOD

GARDNER, D. E. M. *The Education of Young Children*. London, Methuen, 1956. 118 p., bibl., app. — Study of the principles and modern methods of the education of young children, intended chiefly for nursery and infant school teachers and parents. Emphasis is laid in particular on the psychological needs of the child. (IBE)

372.213 KINDERGARTEN, INFANT SCHOOLS, ETC. — 375.99 CENTRES OF INTEREST

SOURGEN, H. et alii. *Première étape: l'école maternelle. La section des moyens*. Paris, Bourrellet, 1957. 192 p., ill., bibl. (Cahiers de pédagogie moderne). — Psychological study of the 4-5 year-old child, accompanied by a series of exercises grouped around centres of interest, and supplemented by educational indications and a bibliography for each special field of study: games, stories, drawings, assessment exercises, etc. (IBE)

372.221 PRIMARY GRADES

CHARDON, P. & DEFOND, L. (ed. by). *Les étapes scolaires : le cours préparatoire*. Paris, Editions Bourrellier, 1957. 167 p., fig. (Cahiers de pédagogie moderne). — The first year of the primary school is a capital moment in the life of a child. During this year he ought to establish those mental habits and mechanisms which should serve him not only throughout his school life but often also through his whole life. The syllabus presented in this booklet endeavours to take account of school needs as well as the harmonious development of the child for whom this preparatory year should provide him with much new knowledge along with his first social contacts. (IBE)

372.5 WRITING

BLUMENTHAL, Erik. *Schulschriften der verschiedenen Länder*. Bern, Stuttgart, Hans Huber, 1957. 116 p., fig. — Collection of various types of handwriting as taught in schools of the chief countries using the Latin characters. Intended specially for graphologists wishing to take account of the differences between the models, the book also contains comments on the characteristics of the handwriting in each country. (IBE)

372.7 EDUCATION OF THE SENSORY AND MOTOR NERVES — 371.237 BACKWARD CHILDREN

DUBOSSON, Jacques. *Exercices perceptifs et sensori-moteurs*. Neuchâtel et Paris, Delachaux & Niestlé, 1957. 542 p., bibl., phot., fig., app. (Actualités Pédagogiques et Psychologiques). — New edition of a book which was first published in 1949, enriched with more than 50 new exercises, 250 hitherto unpublished variants and some 30 simple tests. (IBE)

372.9 LANGUAGE — 371.237 BACKWARD CHILDREN

BEASLEY, Jane. *Slow to talk*. New York, Bureau of Publications, Teachers College, Columbia University, 1956. 109 p., bibl. — The handicapped child has much more need than the normal child not only of affection and understanding of his possibilities of expression, but also of more freedom and independence. By her practical advice adapted to the different circumstances of school and home life, the author endeavours to give some guidance to help those who have to deal with backward children to understand better the problems of their development and growth. (IBE)

373 (73) SECONDARY EDUCATION — 37 G (73) YEARBOOKS (UNITED STATES)

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (Department of the National Education Association). *What Shall the High Schools Teach ? 1956 Yearbook*. New York, 1956. 230 p., tabl., bibl. — This yearbook of the Association for Supervision and Curriculum Development is intended to stimulate a reappraisal in connection with the development of United States secondary education, and consists of seven essays on such matters as : evolving conceptions of education; relationship of the school to society; present educational programmes; importance of the curriculum content; concept of general education. (IBE)

373 (728.8 & 728.9) SECONDARY EDUCATION (BRITISH CARIBBEAN GROUP)

D'AETH, H. R. X. *Secondary Schools in the British Caribbean*. Aims and Methods. London, etc., Longmans, Green and Co., 1956. 119 p., app., bibl. — Report of the first gathering of Heads of Secondary Schools which was held in 1955 at the University College of the West Indies. The subjects treated, including aims and curricula of secondary schools, from school to university, notes on the teaching of subjects of the curriculum, etc., give a general picture of the problem of secondary education in this region. (IBE)

373 (42) SECONDARY EDUCATION (UNITED KINGDOM)

MASON, Stewart C. *The Leicestershire Experiment*. A new venture in the organization of secondary education. London, Councils and Education Press, 1957. 16 p. — In September 1957, Leicestershire Education Committee

introduced the experiment of transferring all children to the present modern schools (renamed high schools) at eleven (or ten for a few gifted children). After a three years' secondary course all those desiring it, who guarantee to stay at school for at least two more full school years, proceed to the grammar school. There are no transfer examinations at any stage. The advantages, besides that of avoiding selection at eleven and the building of large new comprehensive schools, are: the infusion of first-class intelligence into the modern school, a more adult staff-pupil relationship in grammar schools, a more effective and economic use of upper school teaching talent, larger sixth forms which may help provide the required scientists and technicians. (IBE)

373 (54) SECONDARY EDUCATION — 370.7 (54) EXPERIMENTAL EDUCATION (INDIA)

PIRES, E. A. (ed. by). *Experiments in Secondary Education*. (Delhi), Ministry of Education, Government of India, 1956. 92 p. (Publication No. 213). — A country-wide account, though necessarily incomplete, of valuable practices initiated by individual secondary teachers or schools, grouped under the following broad headings: (i) aspects of school administration, (ii) school organization and methods of teaching, (iii) curriculum, (iv) co-curricular activities, (v) evaluation and guidance, (vi) school and community. (IBE)

373.105 BACCALAUREATE — 377.922 EDUCATIONAL GUIDANCE

BERTIER, Georges. *Hommes ou bacheliers ?* Paris, Les Editions du Centurion, 1957. 172 p. — The author, a former headmaster of the Ecole des Roches and a frequent member of examination boards, discusses objectively the advantages and disadvantages of the baccalaureate. After having reviewed the causes of failure and the conditions of success, he touches on the problems of educational guidance. Although professions are open to non-graduates, it is advisable to discuss with the unfortunate candidate all the solutions, for it is the man, not the baccalaureate, who matters. (IBE)

373.12 (42) SECONDARY MODERN EDUCATION (UNITED KINGDOM)

LOUKES, Harold. *Secondary Modern*. London, etc., Harrap, 1956. 127 p. — A reader in education attempts by practical work to ascertain the nature of the secondary modern school, with the two-fold aim of better helping his students and of coordinating secondary modern experiment in the individual schools. He concludes that the fundamental characteristic of the modern school is extreme breadth and variety of pupil intake and of subjects for study. Three quarters of the school population of the country is in secondary modern schools, which therefore cater for the ordinary child. The distinction is primarily one of method; the teacher training course should therefore be adjusted to take account of this, and so train academic minds to teach non-academically. (IBE)

374 (42) ADULT EDUCATION (UNITED KINGDOM)

THE ADULT EDUCATION COMMITTEE. *A Design for Democracy*. London, Max Parrish, 1956. 222 p. — Republication of substantial portions of a report presented in 1919 by the Adult Education Committee appointed under the British Ministry of Reconstruction towards the end of the first world war and including an introduction "The Years Between" by Professor R. D. Waller discussing adult education from 1919 to 1956. Much importance is attached by the Committee to the satisfaction of individual needs, to the role of voluntary organizations and to non-vocational adult education and its humanistic spirit. (IBE)

374 ADULT EDUCATION

POEGGELER, Franz. *Einführung in die Andragogik*. Grundfragen der Erwachsenenbildung. Ratingen bei Düsseldorf, A. Henn Verlag, 1957. 240 p. — Theoretic orientation of adult education stressing chiefly the existing differences between the education of children and that of adults: structure and peculiarities of adult education, its forms and types of institutions—peoples' universities, evening schools, school for parents, public libraries, etc.—role of the Catholic faith and church in adult education. (IBE)

374 (54) ADULT EDUCATION — 377.26 (54) EDUCATION FOR LEISURE (INDIA)

RANGANATHAN, S.-R. *Education for Leisure*. 3rd. ed. Delhi, Indian Adult Education Association; London, G. Blunt & Sons, 1954. 217 p., bibl. (20 p.), app., ind. — Third edition of a publication based on a course of lectures given to Madras members of a women's service corps who were engaged in the task of adult education as part of their social service work. Search for a solution to meet the situation in India, largely by helping adults to educate themselves by means of specially prepared books made available through a network of public libraries. (IBE)

375.10 TEACHING OF LANGUAGES — 375.132 ENGLISH

SMITH, Henry Lee, Jr. *Linguistic Science and the Teaching of English*. Cambridge, Mass., Harvard University Press, 1956. 61 p., fig. (Ingls lectures in secondary education). — The 1954 Ingls lecture, published by the Graduate School of Education of Harvard University, indicating how linguistic science can contribute to the teaching of English. The author maintains that thought is largely the product of the spoken language. (IBE)

375.102 SPELLING

BOGOIAVLIENSKY, D. N. *Psikhologhia ousvoienia orfografii*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 416 p., bibl. (Institute of Psychology). — Study of the psychology of the assimilation of spelling, summarising the main points of view expressed on the subject by Russian educationists before 1917, and giving also the present state of the problem: analysis of the psychological aspects of spelling explanations and exercises, as well as spelling mistakes. (IBE)

375.104 GRAMMAR

SMIRNOVA, V. N. *Povtorenie grammatiki i orfografii s ispolzovaniem nagliadnosti*. Leningrad, Gossoudarstviennoie Outchebno-pedagoghitcheskoie izdatielstvo Ministierstva prosviechtchenia RSFSR Leningradskoie otdielenie, 1956. 154 p., app. — An account showing how the chief difficulties of grammar and spelling can be overcome in class. (IBE)

375.106 (47) LITERATURE (USSR)

KORST, N. O. & SMIRNOV, S. A. *Metoditcheskie oukazania k prepodavanion literatoury v VIII klassie*. 2nd ed. Moskva, Gossoudarstviennoie Outchebno-pedagoghitcheskoie izdatielstvo Ministierstva prosviechtchenia RSFSR, 1956. 324 p., fig., app. — Handbook for the teaching of Russian literature, from its beginnings to the middle of the 19th century. Concrete suggestions on how to conciliate the obligation of carrying out a very full syllabus with that of preserving the quality of particularly varied teaching. (IBE)

375.12 (47) MOTHER TONGUE

ADAMOVITCH, E. A. (ed. by). *Is opyta raboty po rousskomou iazykou v natchalnoi chkolie*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1956. 184 p. (Institute of Teaching Methods). — Collection of twelve articles written by primary teachers, specialists in the teaching of the mother tongue: advice on how to keep the attention of the class; methods aimed at improving the teaching of reading, elocution, writing, etc. (IBE)

375.12 (47) MOTHER TONGUE — 375.31 ARITHMETIC (USSR)

ROJDIESTVIENSKY, N. S.; IANKOVSKAIA-BAIDINA, A. V.; PTCHIELKO, A. S. *Sostoianie i zadatchi dalnieichego razvitiia metodiki oboutchenia rousskomou iazykou i arifmietikie v natchalnoi chkolie*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 112 p. (Institute of Teaching Methods). — Present position with regard to teaching methods for Russian and arithmetic in primary schools; summary of the discussion and the resolutions adopted at the conference convened in 1956 by the Academy of Educational Science of the RSFSR to study the didactic problems raised by the teaching of the mother tongue and arithmetic. (IBE)

375.13 MODERN LANGUAGES

BAZILIEVITCH, L. I.; GONTCHAROV, N. K.; SALISTRA, I. D. (ed. by). *Voprosy metodiki oboutchenia inostrannym iazykam v srednei shkole*. Moskva, Gossoudarstvennoe Outchebno-pedagoghitcheskoie izdatielstvo Ministerstva prosviechtchenia RSFSR, 1956. 198 p. — University research relative to the improvement of foreign language teaching methods in secondary school (vocabulary, grammar and translation). The authors pay special attention to the question of the choice of glossaries and offer practical advice to facilitate the assimilation of the language studied. (IBE)

375.13 MODERN LANGUAGES

Is opyta raboty outchiteliei inostrannykh iazykov. Moskva, Gossoudarstvennoe Outchebno-pedagoghitcheskoie izdatielstvo Ministerstva prosviechtchenia RSFSR, 1957. 176 p. — Collection of articles written by teachers of English, German and French. Practical advice on methods to be used to facilitate the assimilation of foreign languages. (IBE)

375.138 SLAV LANGUAGES

KORENIEVSKY, E. I. (ed. by). *Voprosy povycheniia ouspievaiemosti po roussekomu iazyku outchachtchikhsia tchouvachskikh chkol*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 244 p. (Institute of Non-Russian Schools). — Detailed information on how Russian is taught to Slovak children (whose mother tongue is not Russian). Several of the theses included discuss the objection of certain specialists, particularly that of the priority given to spelling. (IBE)

375.2 (47) NATURAL SCIENCE — 375.41 GEOGRAPHY — 375.42 (47) HISTORY (USSR)

ADAMOVITCH, E. et alii. *Prepodavanie iestiestvoznania, gheografi i istorii v IV klassie*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 302 p. (Institute of Teaching Methods). — Summary of questions relative to the teaching, in the 4th year, of natural science (recommended methods, results obtained), geography and history. Detailed demonstrations on how to treat certain subjects in school (soils, the terrestrial globe, chronology, etc.). Questions, answers and appraisal of results. (IBE)

375.2 NATURAL SCIENCE

MERRILL, Helen Lawrence. *The Science Teacher in Action*. Boston, U.S.A., The Christopher Publishing House (1956). 84 p., bibl. — An experienced science teacher, writing to aid and to give direction to new science teachers, has based her work around five typical pupils who might be found in any average secondary school in the country, indicating differences in teaching methods used and the reaction of such pupils to these methods. In conclusion, a sample resource unit in physical science. (IBE)

375.2 NATURAL SCIENCE

POLOVTSOV, V. V. *Izbrannyye pedagoghitcheskie troudy*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 132 p. — Extracts from the work of the botanist Polovtsov (1862-1918) dealing particularly with observation and experimentation at school, practical work, the biological method, the evolutionist hypotheses, organization of lessons, etc. (IBE)

375.22 (47) CHEMISTRY (USSR)

GRABIETSKY, A. A. *Opyty po khimii v sviazi s oznakomlieniem outchachtchikhsia s naoutchynni osnovami khimitcheskikh proizvodstv*. Moskva, Izdatielstvo Akadiemii pedagoghitcheskikh naouk RSFSR, 1957. 215 p., fig., app. (Polytechnical teaching at school). — Account of chemistry experiments that can be carried out in the different classes and schools. Teaching advice concerning school and out-of-school experiments. These experiments have been tested by the Institute of Teaching Methods of the Academy of Educational Science. (IBE)

375.254 PSYCHOLOGY

KROUTIETSKY, V. A. *Nekotorye voprosy prepodavaniia psikhologii v shkole*. Moskva, Izdatel'stvo Akademiï pedagogicheskikh nauk RSFSR, 1966. 84 p., bibl. (Institute of Psychology). — A small handbook on the teaching of psychology in secondary schools. It includes two parts: (a) assimilation of Pavlov's doctrine on higher nervous activity, (b) will power. (IBE)

375.3 MATHEMATICS

CAMPEDELLI, Luigi. *Commento ai programmi di matematica*. Milano, Marzorati editore, 1955. 121 p. — Comments on the mathematics tests that ought to be given to candidates for secondary teaching. The chief items which are frequently to be found in these tests are brought out and analysed so as to avoid mere memorisation. The student in mathematics should be put on his guard against the danger of debasing a science to the level of a technical mechanism by letting anxiety to satisfy an examination board take precedence over the desire for personal discovery and research. (IBE)

375.31 ARITHMETIC

BASS, W. G. and DOWTY, O. S. *Counting and Arithmetic in the Infants School*. London, Harrap (1956). vi & 106 p., ill. — A new way of teaching arithmetic to young children showing how arithmetic derives from the basic process of counting and is related to it, described in three well-defined stages: (a) acting the meaning of symbols and signs by members of the class, (b) using the unique "Counterplay" equipment, and (c) working with the symbols and signs without the use of any sensory aid. (IBE)

375.31 ARITHMETIC

SPITZER, Herbert F. *Practical Classroom Procedures for Enriching Arithmetic*. St. Louis, etc., Webster Publishing Co., 1956. 224 p. — A teacher's reference book containing over two hundred suggestions, taken from actual experience, for making arithmetic more interesting, giving at the same time the pupils an opportunity to engage in some of the experiences which furnish the basis of certain aspects of modern mathematics, and also providing a programme for brighter pupils. The grades for which the suggestions are suitable are indicated in each case and also in the index. (IBE)

375.32 GEOMETRY — 371.263 TESTS

MARCHAL, Renée. *Les mensurations psychopédagogiques: III. La Géométrie*. Louvain, Université Catholique, Laboratoire de Pédagogie Expérimentale, 1956. 280 p., bibl., ind. (thesis). — After having defined the characteristics of geometry and determined the general lines of the course and of modern methods, the author turns to a descriptive, analytical and critical study of different geometric tests: tests of aptitude and of knowledge acquired, "instructional" tests, diagnostic and practical tests. It is extremely difficult to appraise aptitude for reasoning, and research carried out up to the present aims chiefly to measure aptitude to visualise mentally certain elements of spatial and plane geometry as well as to memorise and understand definitions and basic ideas. These tests will be used in connection with systematic observation and the analysis of written and oral work. (IBE)

375.42 (42) HISTORY (UNITED KINGDOM)

UNSTEAD, R. J. *Teaching History in the Junior School*. London, Black, 1956. 112 p., fig., bibl., app., ind. — A guide for young teachers in English primary schools, based largely on the author's previous work "Looking at History" and offering suggestions, including much information on source materials and teaching aids, for the planning and carrying out of a junior history course. To give the child well defined outlines, British history is divided into four background-forming periods, to each of which one year is devoted. (IBE)

375.6 RELIGIOUS TEACHING

LOBINGIER, John Leslie. *If Teaching is your Job*. Boston, The Pilgrim Press, 1956. 163 p., bibl. — Intended chiefly for Sunday school teachers and others

in charge of religious instruction, this book aims to help those who have had no educational experience to acquire certain indispensable ideas to make their teaching more effective: how to maintain discipline both during the discussions and the supervised activities, how to establish a happy contact facilitating the understanding of spiritual values. (IBE)

375.7 ART TEACHING

POST, P. *Vrije expressie en aesthetische vorming*. Groningen & Jakarta, J. B. Wolters, 1956. 143 p., fig. — Psychological, genetic and phenomenological considerations on education of the emotions, which ought to embody art education properly speaking. Historical sketch: work of Lichtwart, Rothe, Kerschensteiner and others; necessity of basing art teaching on the child's psychological development; Herbert Read and creative typology; importance of adequate training of teachers and of premises specially arranged for art teaching; educational influence of visual arts and of epic poems on children; reciprocal relations of the various forms of expression; children easily assimilate other forms of culture; unity between east and west, etc. (IBE)

375.75 MUSIC — 372.21 PRE-SCHOOL EDUCATION

VIETLOUGHINA, N. A. (ed. by). *Mouzykalnoie vospitanie v dietskoi sadu*. Moskva, Izdatielstvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 119 p., app. (Artistic Education Institute). — Collection of articles dealing with present day questions of the musical education of young children: musical games, children's concerts, education through singing, the art of pitching the voice of young singers. (IBE)

375.825 (73) INTERNATIONAL TEACHING — 377.38 (73) EDUCATION FOR PEACE (UNITED STATES)

KENWORTHY, Leonard S. *Introducing Children to the World*. In elementary and junior high schools. New York, Harper & Brothers, 1956. 268 p., app., bibl., ind. — Arguing that for the survival of the race, realists must ensure the education of today's children for life in a world community, the author here indicates, mainly by suggestion, how teachers in American elementary and junior high schools can perform their part in the task. Information as to available literature, teaching aids, etc. (IBE)

375.83 (73) HEALTH EDUCATION — 371.71 (73) SCHOOLCHILDREN'S HEALTH AND HYGIENE (UNITED STATES)

GROUT, Ruth E. *Health Teaching in Schools*. For teachers in elementary and secondary schools. 2nd. ed. Philadelphia & London, W. B. Saunders Company, 1955. 353 p., phot., tabl., bibl., app., ind. — Reprinted second and supplemented edition of a work offering guidance on health education in American elementary and secondary schools: health needs of growing children; home, school and community, aspects of health education; how teachers can carry out a health education programme (with examples illustrative of methods and means available), etc. Matters stressed include the necessity for continuous planning and for coordinating health education with education as a whole, the value of problem-solving methods and of pupil cooperation. (IBE)

375.9 TECHNIQUES TAUGHT IN SCHOOL

IOUSKOVITCH, V. F.; RIEZNIKOV, L. I.; ENOKHOVITCH, A. S. *Politekhnikheskoie oboutchenie v prepodavanii fiziki*. Moskva, Izdatielstvo Akademiï pedagogicheskikh nauk RSFSR, 1957. 328 p., app., bibl. (Institute of Teaching Methods). — Definition of "polytechnical education", methods employed according to age, way of treating certain subjects, programmes of excursions and extra-scholastic work. Appended: practical applications of physics, school experiments, material necessary, etc. (IBE)

375.9 TECHNIQUES TAUGHT AT SCHOOL

NIKOLOV, Kh. (ed. by). *Politekhnikhesko oboutchenie*. Sofia, Izdania na bolgarskata Akademia na naoukitie, 1955. 158 p., bibl., tables (Bulgarian Aca-

demy of Science, Institute of Education). — Four studies on the idea, content, methods, tasks and aspects of the so-called "polytechnical education" and its connection with vocational education. (IBE)

375.99 CENTRES OF INTEREST — 372.1 METHODS OF PRIMARY TEACHING

HANNA, Lavoine A.; POTTER, Gladys L.; HAGAMAN, Neva. *Unit Teaching in the Elementary School*. New York, Rinehart, 1956 (cop. 1955). 592 p., fig., phot., bibl., app., ind. — A practical guide for teachers on unit teaching. I. Social and psychological bases for unit teaching; social and civic value of unit teaching (education for economic efficiency, group activities, etc.); psychological value of the method (summary of child development at different ages and of the psychology of learning). II. The unit, its definition, selection and development, various uses: cultivating research skills, solving problems, encouraging democratic behaviour, dramatics, arts and library work, etc. III. The pre-planning of units, concrete examples, materials required, etc. (IBE)

376.5 EARLY CHILDHOOD

DAVID, Myriam. *L'enfant de 0 à 2 ans. Vie affective-problèmes familiaux*. Toulouse, Privat, 1956. 125 p. (Questions et techniques médico-sociales, sociales et pédagogiques). — Three essential conditions are required for the harmonious development of the young child: his organic integrity, the satisfaction of his needs, a favourable emotional atmosphere. This last requirement is one of the most important and it is chiefly the mother who can fulfil it. The different phases of the emotional development of the child are discussed, as well as the way in which the various problems are integrated and contribute to the evolution of personality. (IBE)

376.5 EARLY CHILDHOOD

DAVID, Myriam. *L'enfant de 2 à 6 ans. Vie affective, problèmes familiaux*. Toulouse, Privat, 1957. 118 p. (Questions et techniques médico-sociales, sociales et pédagogiques). — Study of the different stages in the emotional evolution of the child and examination of the corresponding attitudes: friendly relations, development and orientation of feelings with regard to parents, social relations. (IBE)

376.7 ADOLESCENCE

DINTZER, L. *Le jeu d'adolescence*. Paris, Presses Universitaires de France, 1956. 122 p., bibl. (Collection "Initiation Philosophique"). — Examination and analysis of the different stages of the adolescent spirit, supplemented by a filmology and a short glossary. (IBE)

377.1 RELIGIOUS EDUCATION — 376.7 ADOLESCENCE

GATHELIER, Germaine. *L'éducation religieuse des adolescentes*. Lyon et Paris, Editions E. Vitte, Centre d'Etudes Pédagogiques, 1957. 256 p., fig. — A book intended chiefly for those responsible for groups of young Catholics and containing different exercises (catechism lessons, prayers, meditations, plans for interviews, etc.) to help them in guiding the spiritual life of the young people committed to their care. (IBE)

377.38 (73) EDUCATION FOR PEACE — 378.8 (73) STUDENT LIFE — 379.82 (73) THE SCHOOL AND INTERNATIONAL RELATIONS (UNITED STATES)

WILSON, Howard E. *American College Life as Education in World Outlook*. Washington, American Council on Education, 1956. 195 p., ind. (Studies in universities and world affairs). — An account dealing with the role which extra-curricular activities at American universities and university colleges can have in education on world affairs. The author mentions, among other things, the emotional effects of these institutions on most inmates and the stimulating influence of contacts with foreign students and with older persons who have had experience in international matters, but emphasises the need for unity of purpose and for coordination between the efforts of students, faculty staffs and administrators. (IBE)

377.382 (52) REVISION OF TEXTBOOKS

Report of a Survey of School Textbooks in Japan 1954. (Tokyo), Japanese National Commission for Unesco, 1956. 187 p., tabl., app. — Report of the inquiry undertaken by five Japanese professors and specialists under the auspices of the Japanese National Commission for Unesco, with the object of finding the quantitative and qualitative value of the chapters or paragraphs devoted to Europe in several selected textbooks used in Japanese secondary schools. (IBE)

377.4 ARTISTIC EDUCATION

DMITRIEVA, N. A. Voprossy esteticheskogo vospitania. Moskva, Gos-soudarstvennoe izdatel'stvo "Iskoustvo", 1956. 208 p. — Treatise on artistic education. Defence of a very thorough education, capable of successfully combating the tendency towards slovenly habits, to mannerisms, cynicisms and other failings which lead to bad taste and endanger the moral-aesthetic quality of the community. (IBE)

377.9 AID FOR THE YOUNG (GUIDANCE)

McDANIEL, Henry B. with SHAFTEL, G. A. Guidance in the Modern School. New York, The Dryden Press, 1956. 526 p., bibl., app., ind. — A treatise on guidance as a service in American schools. I. Meeting the need for guidance, including basic concepts in guidance, and guidance in the elementary and the secondary school. II. The adjustive function of guidance (young people's needs and problems, abilities, aptitudes, interests and adjustment). III. The distributive function of guidance (occupational information, vocational counselling). IV. The adaptive function of guidance (adaptation of the school and the educational programme to the pupils' needs). V. Evaluation. The author stresses the necessity for the counsellor to conceive of his task as a cooperative analysis with the pupil. (IBE)

377.9 AID FOR THE YOUNG

SENN, Ignaz. Die persönliche Aussprache mit Jungen im Sekundarschulalter. Freiburg/Schweiz, Institut für Pädagogik, Heilpädagogik und angewandte Psychologie der Universität Freiburg, 1957. 279 p., graph., bibl. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, Band 13). — Results of the author's systematic interviews with more than 200 boys aged between 12 and 16 years, with the object of discovering the intimate problems facing young people at the outset of puberty, when they are beginning to become conscious of themselves, often meet with difficulties at home and in school, are subject to emotional troubles and when everything that happens to them leaves a decided impression on their development and may thus influence their future. The author concludes that the need for support at this age is great and that a knowledgeable person who inspires confidence in the young may be a wonderful help to them. Moreover, the study of the data gathered from the lips of the children themselves is an effective means of getting to know their psychic nature. (IBE)

378.4 (73) UNIVERSITY COLLEGES — 371.98 (73) EDUCATION OF DIFFERENT RACES (UNITED STATES)

NOBLE, Jeanne L. The Negro Woman's College Education. New York, Bureau of Publications, Teachers College, Columbia University, 1956. 163 p., bibl., app. (Teachers College Studies in Education). — Account of a research concerning college education of Negro women in the United States, with an interpretation of the findings from the point of view of these women's needs and education's aims. The study, in which historical factors are considered, is based on replies by graduates to a questionnaire and on interviews with other Negro women. (IBE)

378.61 (438) HIGHER TECHNICAL EDUCATION (POLAND)

Politechnika wrocławska w okresie dziesięciolecia 1945-1955. Warszawa, Państwowe wydawnictwo naukowe, 1957. 186 p., fig., bibl. — Collection of articles on the activity of the Polytechnicum in Wrocław during 1945-1955. The book contains information on the various faculties and certain special departments of this higher school, as well as historical, biographic and statistical notes. (IBE)

389 (71) SCHOOL ADMINISTRATION — 37 A (71) EDUCATION IN CANADA —
37 B (71) HISTORY OF EDUCATION (CANADA)

FILTEAU, Gérard. *Organisation scolaire de la province de Québec*. Historique, législation et règlements. Montréal, Centre de psychologie et de pédagogie, 1954. 237 p., bibl. — After having briefly reviewed the history of the school system in French Canada, the author endeavours to give a general picture of the structure and functioning of the school organization which, although remaining true to a traditional spirit, is always open to progress. (IBE)

379 (47) SCHOOL ADMINISTRATION (USSR)

VOLKOVSKY, A. N. & MALYCHEV, M. P. (ed. by). *Chkoloviedienie*. 2nd ed. rev. Moskva, Goussoudarstvienneo Outchebno-pedagoghitcheskoie izdatielstvo Ministerstva prosviechtheniia RSFSR, 1955. 518 p., fig., tables, bibl. — Important source of information on the most varied aspects of soviet school administration, its organization and its techniques. (IBE)

379.3 (73) SCHOOL ADMINISTRATION. SMALLER UNITS THAN THE STATE
(UNITED STATES)

McLURE, William P. *The Intermediate Administrative School Districts in the United States*. Urbana, Illinois, Bureau of Educational Research, College of Education, University of Illinois, 1956. 160 p., fig., bibl. — Systematic study concerning the role of those units of school administration, which, created in the days when conditions were mainly rural, form in a large number of American states a link between local units and the state. Regarding this issue, half-a-century old and closely connected with the necessity for reorganizing local school districts, it would seem, according to the author, who gives the state of Illinois as an example showing progress in reorganization, that intermediate units are needed in certain areas. (IBE)

37 P RESEARCH — 379.39 SCHOOL PRINCIPALS

JENKINS, David H. and BLACKMAN, Charles A. *Antecedents and Effects of Administrator Behavior*. A study of the principal at work with the school staff. Columbus (Ohio), College of education, The Ohio-State University, 1956. 162 p., bibl., app. (Cooperative program in educational administration, school-community development study monograph series). — Account of a research concerning the efficiency of elementary school principals in working with their staffs and which was carried out on the assumption that pupils' learning depends on the environment created by teachers under the guidance of the principal. Included are three chapters, by different contributors, on the implications of this investigation for several purposes. One notes the value attributed to informality in the human relationships under examination. (IBE)

379.39 (73) SCHOOL PRINCIPALS (UNITED STATES)

SPAIN, Charles R; DRUMMOND, Harold D; GOODLAD, John I. *Educational Leadership and the Elementary School Principal*. New York, Rinehart & Co., 1956. 371 p., phot., fig., bibl., ind. — An endeavour to show United States elementary school principals, both present and prospective, their responsibilities as leaders in the community. After analysing the meaning of leadership in a democracy, and the latter's basic concepts, the authors indicate the various ways in which the principal can lead in his dealings with the staff, in curriculum planning, in serving the pupil, in administration, in relations between the school and the community, etc. At the end of each of the book's five sections, are typical problems for study. (IBE)

379.5 (493) SCHOOLS AND THE PUBLIC: SCHOOL POLICY IN GENERAL
(BELGIUM)

MOLITOR, André. *L'enseignement et la société d'aujourd'hui*. Tournaï-Paris, Casterman, 1956. 144 p. — Collection of various articles on different aspects of a general policy for education in Belgium: I. Education and social evolution. II. Position of secondary education. III. Problems of structure in the university. IV. Scientific research in Belgium. (IBE)

379.822 EXCHANGES OF TEACHERS AND PUPILS — 37 A COMPARATIVE EDUCATION

SCOTT, Franklin D. *The American Experience of Swedish Students. Retrospect and Aftermath.* Minneapolis, University of Minnesota Press, 1956. 129 p., ind. — Mr. Scott's study, based on the experiences of 50 Swedish students who went to the United States individually to pursue their studies (before the 1939 war and after) shows the utility of these "personal exchanges". A survey of Swedish culture from the most remote times, and a comparison of the Swedish educational system with the American system make it possible to understand better the reactions of the students and their positive or negative experiences. (IBE)

379.91 (493) SCHOOL LEGISLATION (BELGIUM)

BAUWENS, Léon. *Codes de l'enseignement normal, moyen et technique.* Supplément. Bruxelles, La Librairie de l'Edition universelle, 1957. 188 p. — Collection of laws and regulations concerning teacher training and secondary and technical education adopted in Belgium between 1953 and 1956. (IBE)

027 (54) LIBRARIES — 374 (54) ADULT EDUCATION (INDIA)

GARDNER, Frank M. *The Delhi Public Library. An Evaluation Report.* Paris, Unesco, 1957. 104 p., fig. — Methods and techniques used in evaluating the pioneer experiment at the Delhi Public Library; geographical, climatic and sociological setting; organization and administration; the readers; to what extent the central library is used and for what purposes; choice of reading; reading on the premises; the deposit stations; mobile library service; social education activities; potential use of the library; attitude of readers to the library service; bookstocks; finance; conclusions. (IBE)

027 LIBRARIES — 374 ADULT EDUCATION

WALENTYNOWICZ, Maria. *Działalność Pedagogiczna Bibliotekarsza.* Toruń-Warszawa, Pántw. Wydawn. Naukowe, 1956. 259 p., bibl., ind. — Survey of the educational tasks of the librarian with regard to the development of libraries. Short historical account of public libraries, particularly in Poland, and considerations on the teaching and educational work, as well as the social role, devolving on the librarian who is conscious of his responsibility towards the reader. (IBE)

136.7 CHILD PSYCHOLOGY

GEMELLI, Agustín. *Psicología de la edad evolutiva.* 2nd ed. Traducción de J. Fabregas Cami, S.I. Madrid, Ed. Razon y Fe, 1957. 396 p., fig., bibl., ind. — Second edition of the Spanish translation of the fourth edition, revised and enlarged by the author, of the book published in Milan in 1945, by A. Giuffré, under the title of "Psicologia della età evolutiva". (See Bulletin No. 77.) (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

HURLOCK, Elizabeth B. *Child Development.* 3rd. ed. New York, London, etc., McGraw-Hill Book Co., 1956. 703 p., fig., phot., bibl. (93 p.), ind. — An almost complete rewriting within the framework of the original text which was first published in 1942. In order to keep within the limits of the usual college semester, the former chapter on the history of child psychology has been replaced by one on social adjustments. Within the other chapters, new material has been incorporated, graphs have taken the place of tables, and photographs taken from the "Child Development" films which are correlated with this book have replaced the former illustrations. Emphasis has been placed on the role of cultural influences and on play in the child's development. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 376.7 ADOLESCENCE — 377.21 CHARACTER FORMATION

INSTITUT FÜR PÄDAGOGIK, HEILPÄDAGOGIK UND ANGEWANDTE PSYCHOLOGIE DER UNIVERSITÄT FREIBURG. *Die pädagogischen Gezeiten im Ablauf der menschlichen Jugend.* Vorträge des

XX. Pädagogischen Ferienkurses der Universität Freiburg. Freiburg/Schweiz. Universitätsverlag, 1956. 368 p., bibl. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, Band 12). — Conference held during the XXth Vacation Course of the University of Fribourg and devoted to educational problems raised by adolescence. All the speakers were in favour of the liberation of adolescent pedagogy from purely biological and evolutionist conceptions. Father Bissonier and Messrs. Ad. Busemann, M. Debesse, M. Keilhacker, A. J. J. Kriekemans, M. Agosti, L. Bopp and many other educationists, orthopedagogues and psychologists spoke on such subjects as the position of young people in the world of today, adolescence as an evolutionary procedure, intellectual education and character formation during adolescence, and the interpretation and Christian significance of adolescence. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

MEILI-DWORETZKI, Gertrud. **Das Bild des Menschen in der Vorstellung und Darstellung des Kleinkindes.** Bern/Stuttgart, Verlag Hans Huber, 1957. 136 p., fig., bibl. — A study, carried out with 130 quite young children, on their personal representation of man and the way in which they express their vision through speech and drawing. The perception and the reproduction of the human form—which, in spite of its difficulty, is the object preferred by the child when scribbling and drawing—is the product of experimenting with his own body and the observation of others. Whereas the oral description consists (particularly before the faculty to draw has been developed) in an enumeration of the details perceived, the drawing shows the effort towards structure, the assembling, in accordance with the child's stage of development, of the organs which have caught his attention and are detached from the body as a whole in his representation of the human form. (IBE)

136.7 CHILD PSYCHOLOGY

OSTERRIETH, Paul. **Introduction à la psychologie de l'enfant.** Liège, Editions George Thone, 1957. 258 p., bibl. — After some general data and the characteristics of each age, the author shows the continuity in the development of the psychic personality of the child, and the evolution of his intelligence, thus enabling the non-specialist to have some idea of the psychological growth of a child. (IBE)

136.7 CHILD AND ADOLESCENT PSYCHOLOGY

SICKER, Albert. **Kind und Film.** Der Einfluss des Filmes auf das Seelenleben des Kindes. Eine experimentelle Studie unter Verwendung des Pigment- und des Tünnima-Testes. Bern/Stuttgart, Hans Huber, 1956. 143 p., bibl. — A thorough study of the role played by the cinema in the life of children in the present epoch and the different means employed up till now to determine its influence on the psychic nature of the child, followed by the results of research which has enabled the author to draw conclusions correcting a number of existing ideas on the subject. (IBE)

15 PSYCHOLOGY

BROUDY, Harry S. & FREEL, Eugene L. **Psychology for General Education.** New York, London, etc., Longmans, Green and Co., 1956. 456 p., fig., phot., bibl., ind. — An introduction to psychology dealing with the major theme of modern psychology: developments in psychology, behaviour, perception and learning, the structure of personality. The approach to problems of human behaviour is perceptual. (IBE)

15 PSYCHOLOGY — 136.7 CHILD PSYCHOLOGY

SMIRNOV, A. A. (ed. by). **Psikhologhia.** Moskva, Gossoudarstviennoe Outchebnopedagoghitcheskoie izdatielstvo Ministierstva prosviechtchenia RSFSR, 1956. 576 p. (Institute of Psychological Research). — Handbook on psychology for students in institutes of education, of which a part is devoted to the psychic development of children. (IBE)

158.1 PSYCHOTECHNIQUES

MORALI-DANINOS, André. *La psychologie appliquée*. Paris, Nathan, 1956. 558 p. — "Written by a technician for non-technicians", the main purpose of this book is to reveal the amplitude of the problem raised by putting applied psychology into practice. After a short historical account, it shows the results acquired by the study of man himself, the psychological method and the contribution of applied psychology to vocational work. Modern man does not live his life sufficiently, he suffers it. The application of theoretical and experimental psychology in connection with important human problems may lead man to a healthier and more natural conception of his existence. (IBE)

158.4 GRAPHOLOGY

FRANK, Victor. *Die Handschrift, eine Projektion der Persönlichkeit*. Zürich, Rascher Verlag, 1955. 170 p., bibl., app. — I. Historical account of graphology, its role and its possibilities with respect to other methods of testing. II. Account of an autonomous theoretic graphology, that is to say independent of other psychological schools. Instead of being based on the psychological interpretation of graphics, this method contemplates the analysis of the dynamism as shown in the writing which reflects the rhythm of the writer's life, since it is the projection of his personality on paper. III. Examples of analysis and, appended, specimens of writing and models of national handwriting. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

The twenty-third meeting of the Council was held on Saturday, 13th July, 1957, at the International Bureau of Education, under the chairmanship of Messrs. Marion Coulon and José Martínez Cobo.

C. 185. — MEMBERSHIP OF THE GOVERNMENT OF THE LEBANON

The Council

Recognises the government of the Lebanon as a Member of the International Bureau of Education;

Expresses deep satisfaction at this association of the government of the Lebanon with the work of international collaboration in the field of education undertaken by all Members of the Bureau.

C. 186. — CANDIDATURE OF THE REPUBLIC OF CHINA

The Council

Decides not to open the discussion on this candidature and to postpone the examination of this question to a later meeting of the Council.

C. 187. — ELECTION OF COUNCIL OFFICERS

Mr. José Martínez Cobo (Ecuador) was elected chairman, and Mrs. Josefina Valencia de Hubach (Colombia), Mr. Moyamed Taha El-Nimr (Egypt), Mr. Joaquín Tena Artigas (Spain), Mr. Niilo Visapää (Finland) and Mr. Roger Gal (France) vice-chairmen.

C. 188. — INQUIRIES IN PROGRESS

The Council

Duly notes that the questionnaires of the two inquiries on primary education syllabuses and on facilities for education in rural zones, of which the text was approved by the Executive Committee at its thirty-fourth meeting, have been sent to the Ministries of Education of the several countries;

Requests the Ministries of Education to send their replies at their earliest possible convenience, preferably before 30th October, 1957, in order that they may be included in the volumes to be published on these two questions and which will serve as working papers for the XXIst International Conference on Public Education to be held in 1958.

C. 189. — PERMANENT EXHIBITION OF PUBLIC EDUCATION

The Council

Thanks the State Council of the Republic and Canton of Geneva as well as the Chairman of the Executive Committee of the International Bureau of Education, Mr. Alfred Borel, for having carried out the necessary work for the enlargement of the Exhibition;

Thanks the governments of Rumania, Japan, Greece, Egypt, Tunisia, Morocco, Bulgaria and Czechoslovakia for having each organized a national section in the permanent Exhibition of Public Education;

Wishes to express its gratitude to the school authorities of the German Federal Republic, Austria, France, Italy, Switzerland, Yugoslavia, the United States, Spain, the USSR and Belgium for having contributed to the work of the XXth International Conference on Public Education by devoting part of their permanent section to illustrate the expansion of school building, one of the subjects on the agenda of the XXth Conference;

Again invites countries not yet represented in the permanent Exhibition of Public Education to consider participating therein.

C. 190. — EDUCATIONAL BIBLIOGRAPHY

The Council

Notes with satisfaction the development of the activities of the International Bureau of Education concerning the educational bibliography;

Is gratified with the growing importance of the International Education Card Index Service and the publication by the International Bureau of Education of an annual bibliography.

RESEARCH DIVISION

Inquiry on Facilities for Education in Rural Zones. — The Bureau is proceeding with the analysis of the 38 replies received up to the present from the Ministries of Education in answer to the questionnaire transmitted to them. The following countries have replied to this inquiry: Afghanistan, Albania, Austria, Bulgaria, Byelorussia, Cambodia, Ceylon, Chile, Czechoslovakia, Dominican Republic, Ecuador, Egypt, France, Greece, Honduras, India, Iran, Iraq, Israel, Korea, Luxembourg, Malaya, Monaco, Morocco, Netherlands, Norway, Panama, Paraguay, Philippines, Portugal, Spain, Sweden, Thailand, Tunisia, Union of South Africa, United Kingdom, Venezuela, British Borneo Group.

Inquiry on Primary Education Syllabuses. — The Bureau is proceeding with the analysis of the 31 replies transmitted by the Ministries of Education of the following countries: Albania, Austria, Bolivia, Bulgaria, Cambodia, Ceylon, Chile, Colombia, Czechoslovakia, Egypt, Greece, Haiti, Honduras, Iran, Iraq, Israel, Italy, Ghana, Korea, Luxembourg, Monaco, Morocco, Netherlands, Norway, Panama, Philippines, Rumania, Salvador, Syria, United Kingdom, Venezuela.

INFORMATION DIVISION

International Educational Library. — Books received during the third quarter of 1957: books on psychology, education, school legislation and organization, 406; school textbooks, 465; children's books, 290; total, 1,161.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . . Out of print
2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Out of print
3. Education, Travail et Paix. Albert Thomas . . . Out of print
4. L'Education et la Paix. Bibliographie . . . Out of print
4. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg . . . Out of print
5. Correspondances interscolaires. P. Bovet . . . Out of print
6. The Co-operation of School and Home. In French and German . . . Out of print
6. In English and Spanish. Fr. 0.60
7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours . . . Out of print
8. Troisième cours . . . Out of print
9. Quatrième cours . . . Out of print
10. Cinquième cours . . . Out of print
11. Children's Books and International Goodwill. 2nd Ed. In French and English . . . Fr. 5.50
12. L'enseignement de l'Histoire du Travail. Fernand Maurette . . . Out of print
13. L'Education en Pologne . . . Out of print
14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires . . . Out of print
15. Some Methods employed in the Choice of Books for School Libraries . . . Out of print
16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print
17. Le Bureau International d'Education (Illustrated) Out of print
18. Plan de classification de la documentation pédagogique pour l'usage courant . . . Fr. 1.50
19. Plan for the Classification of Educational Documents . . . Fr. 1.50
20. La Préparation à l'Education familiale . . . Fr. 3.50
21. Le Bureau international d'Education en 1930-1931 . . . Fr. 2.50
22. Le Bureau international d'Education en 1931-1932 . . . Fr. 2.50
23. La Paix et l'Education. Dr. Maria Montessori . . . Fr. 1.50
24. Peace and Education. Dr. Maria Montessori . . . Fr. 1.50
25. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) . . . Fr. 11.—
26. L'Instruction publique en Egypte . . . Fr. 1.50
27. L'Instruction publique en Estonie . . . Fr. 1.50
28. Annuaire international de l'Education et de l'Enseignement 1933 . . . Out of print
29. La coordination dans le domaine de la littérature enfantine . . . Fr. 1.50
30. La situation de la femme mariée dans l'enseignement . . . Out of print
31. Travail et congés scolaires . . . Fr. 3.50
32. Le Bureau international d'Education en 1932-1933 . . . Fr. 2.50
33. Les économies dans le domaine de l'Instruction publique . . . Fr. 3.50
34. La scolarité obligatoire et sa prolongation . . . Out of print
35. L'admission aux écoles secondaires . . . Out of print
36. Annuaire international de l'Education et de l'Enseignement 1934 . . . Fr. 14.—
37. La réforme scolaire polonaise . . . Out of print
- 38 bis. Le Bureau international d'Education en 1933-1934 . . . Fr. 1.50
39. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print
40. Le self-government à l'école . . . Fr. 4.50
41. Le travail par équipes à l'école . . . Out of print
42. La formation professionnelle du personnel enseignant secondaire . . . Out of print
43. Les Conseils de l'Instruction publique . . . Fr. 3.50
44. La formation professionnelle du personnel enseignant primaire . . . Out of print
45. Annuaire international de l'Education et de l'Enseignement 1935 . . . Out of print
46. Le Bureau international d'Education en 1934-1935 . . . Fr. 1.50
47. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr. 4.50
48. Les périodiques pour la jeunesse . . . Out of print
49. La législation réglant les constructions scolaires Out of print
50. L'organisation de l'enseignement rural . . . Out of print
51. L'organisation de l'enseignement spécial . . . Fr. 4.50
52. Annuaire international de l'Education et de l'Enseignement 1936 . . . Out of print
53. Le Bureau international d'Education en 1935-1936 . . . Fr. 1.50
54. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr. 4.50
55. L'enseignement de la psychologie dans la préparation des maîtres . . . Out of print
56. L'enseignement des langues vivantes . . . Out of print
57. L'inspection de l'enseignement . . . Out of print
58. Annuaire international de l'Education et de l'Enseignement 1937 . . . Out of print
59. Le Bureau international d'Education en 1936-1937 . . . Fr. 1.50
60. VI^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print
61. Elaboration, utilisation et choix des manuels scolaires . . . Out of print
62. L'enseignement des langues anciennes . . . Fr. 5.50
63. La rétribution du personnel enseignant primaire . . . Fr. 9.—
64. Annuaire international de l'Education et de l'Enseignement 1938 . . . Out of print
65. Le Bureau international d'Education en 1937-1938 . . . Fr. 1.50
66. VII^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr. 4.50
67. Annuaire international de l'Education et de l'Enseignement 1939 . . . Out of print

Publications of the International Bureau of Education (cont.)

La rétribution du personnel enseignant secondaire	Fr. 9.—	100. Xth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
L'organisation de l'éducation préscolaire	Fr. 7.—	*102. L'enseignement de l'écriture	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	*103. The Teaching of Handwriting	Fr. 5.—
XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*104. Les psychologues scolaires	Fr. 5.—
Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*105. School Psychologists	Fr. 5.—
L'organisation des bibliothèques scolaires	Fr. 7.—	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
L'éducation physique dans l'enseignement primaire	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*109. International Yearbook of Education 1948 . .	Fr. 15.—
The International Bureau of Education in 1940-1941	Out of print	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*111. Introduction to Natural Science in Primary Schools	Fr. 6.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*112. L'enseignement de la lecture	Fr. 6.—
The International Bureau of Education in 1941-1942	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rosello	Fr. 8.—	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations . . .	Fr. 3.—
The International Bureau of Education in 1942-1943	Fr. 2.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*117. Primary Teacher Training	Fr. 8.—
The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*119. International Yearbook of Education 1949 . .	Fr. 10.—
Recommendations of the International Conferences on Public Education	Fr. 3.—	*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—
L'Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
Le Bureau international d'Éducation en 1943-1944	Fr. 2.—	*123. The Teaching of Handicrafts in Secondary Schools	Out of print
The International Bureau of Education in 1943-1944	Fr. 2.—	*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—
L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—
L'égalité d'accès à l'enseignement du second degré	Fr. 5.—	*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . .	Out of print	*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—
Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—	*128. Canteens and vestiaires scolaires	Fr. 3.—
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